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ABSTRACT

This annotated bibliography is a comprehensive literature review of over 150 published materials (including audiovisual aids) relevant to an understanding of industry-education-labor collaboration generally and collaborative councils specifically. Supplemental materials include an introduction to the literature and discussion of methodology used to develop the bibliography. The bibliography consists of three sections. Section 1, Councils and Other Collaborative Mechanisms, abstracts materials dealing with collaborative councils, including handbooks and evaluations. The second section, The Concepts and Contexts of Collaboration, reviews literature on the theory and current thinking regarding the nature of collaboration and the collaborative environment vis-a-vis industry, education, labor, and other community sectors. It contains a selective review of documents addressing the broad context within which the development of industry-education-labor collaborative mechanisms has occurred and that deal with the education-work transition problems to which the collaborative council is a response. Section 3, Newsletters, annotates newsletters that frequently contain articles relating to important issues regarding industry-education-labor collaboration and collaborative mechanisms. Each annotation contains this information: author(s) or developer(s); title, place, and date of publication; number of pages; descriptors; and abstract. A list of descriptors and subject and author indexes is provided. (YLB)

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Industry-Education-Labor Collaboration

The Literature of Collaborative Councils

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Industry-Education-Labor Collaboration Project

Center for Education and Work

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The authors, of course, take full responsibility for the contents of this literature review.

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ON NEUTRAL TURF: AN INTRODUCTION TO THE LITERATURE OF COLLABORATIVE COUNCILS

Introduction

Education, work, and adulthood. The vitality of any society is in large part a function of the ability to prepare successive generations for adult work. This is undoubtedly true if we include within the concept of "adult work" the responsibilities of parenthood and citizenship. It remains substantially true even when we restrict the concept to its more usual dictionary boundaries as "the means by which one earns one's livelihood: a trade, craft, business, or profession."

In recent years, ever more prevalent disconnections have been observed between the education and work experiences of youth and adults. These disconnections in the socialization of masses of individuals are now recognized as burdensome, costly, and even dangerous to our primary educational, economic, and political institutions. Recognition has led to action. From every side, new connections are being forged between education, training, work, and service institutions. As we try to sort out the needs, issues, resources, and solutions, "collaboration" has been used as one of those key terms which speak to solutions, to a better way of getting on with the work of a complex society.

Meaningful collaboration among industry, business, labor, education, community service organizations, and government agencies requires a means of linking the interests and energies of these institutions to issues important for all. The education, skill training, and socialization of young people for work and adult roles have provided such a set of issues in recent years. Local collaborative councils, increasingly popular mechanisms designed to link these diverse interests and issues, are the principal subject of this annotated bibliography. These councils are also the principal subject of a larger research project of which this bibliography is one part.

The Industry-Education-Labor Collaboration Project of the Center for Education and Work at the National Institute for Work and Learning will produce four publications:

- This literature of collaborative councils
- A directory of collaborative councils
- A handbook on collaborative councils
- A state of the art report on industry-education-labor collaboration and collaborative councils

These publications are designed to respond to increasing nationwide interest in collaborative councils and to support the policy and planning needs of the U.S. Department of Education's Office of Vocational and Adult Education, the project's sponsor.

The basic purpose of this publication is to provide a comprehensive annotated literature review of published materials (including audio-visual aids) which are relevant to an understanding of industry-education-labor collaboration generally and collaborative councils specifically. Because the concepts and practices of collaborative councils are relatively recent as a public policy topic, this literature has not previously received such detailed treatment. Consequently this publication serves several specialized purposes:

- To provide an initial reading of the literature with its lessons, implications, and uncertainties
- To document the progress of the concept of industry-education-labor collaboration as a set of ideas and as a set of pragmatic practices
- To make the topic of industry-education-labor collaboration and collaborative councils specifically more susceptible to further research and public policy analysis

Collaborative Councils

Why collaborate? How collaborate? What is community collaboration? These are the principal questions addressed by much of the literature reviewed here. Among community leaders from all sectors, improved communication, improved coordination of services, and improved uses of fiscal and personnel resources for social and economic development purposes have become deeply felt needs during the last few years. Where these sectors work together to solve a problem or set of problems, they collaborate. Collaboration can be bilateral, as when educators and CETA officials develop joint programs for in-school youth or when business and labor leaders work through the details of an apprenticeship or on-the-job training program. Or collaboration can be multilateral, as when educators and training agencies reach out to unions and employers for assistance in curriculum development, staff training, and job placement strategies. Collaborative councils are designed as forums for a process which permits collaborative actions such as these to occur on a planned, sustained basis across sectors of communities.

This literature emphasizes that it takes day-to-day experience, and year-to-year planning of activities and procedures for communities to develop, test, and rework effective collaborative mechanisms. Collaborative councils are one means through which community leaders are learning how to cope with the real problems and needs of youth, adults, and the institutions in which they learn and work. Words such as "turfdom" and "politics" were once accepted as negative, irreducible facts of life (and used as excuses for inaction). Through community councils, we are beginning to learn how to turn the self-interest inherent in those words to the advantage of all. "Collaboration" and "collaborative councils," as found in this literature, are young concepts still being developed. These terms also represent new sets of practices with both contributions and mistakes already made and still to be made. The message of the literature is that the contributions and new understanding will far outweigh the errors if the concepts of collaboration and collaborative councils are implemented in thoughtful ways by leaders sensitive to local needs and opportunities.

Collaborative councils usually are identified as either "Industry-Education-Labor Councils" (and "Industry-Education Councils") or "Work-Education Councils" (and "Education-Work Councils"). Local names for these generic types vary from community to community. Community Action Council for Career Education, Consortium of Vocational Educators and Employers, Tri-Lateral Council for Quality Education, and Association of Business, Labor and Education are but a few of the names that collaborative councils go by. Some of the Private Industry Councils (PICs) recently initiated through the federal government's Comprehensive Employment and Training Act (CETA) have also taken on the collaborative council's characteristic autonomy and involvement in education as well as work-related issues and have become part of the larger group.

Collaborative councils can be distinguished by a few criteria. These are general characteristics and fit better in some cases than in others:

- o Council membership is representative of major sectors in a community; collaborative mechanisms are intended to join and serve the interest of more than two sectors. Councils should be designed to treat education, industry/business, labor, government, and youth service institutions as equal partners. In local practice, the interest and strength of one or two sectors may predominate, but the goal of collaborative councils is to seek a balance of multiple purposes rather than exclusivity.

- o Collaborative councils are essentially self-organized. Initial sponsorship may come from one sector or even a single organization. But once organized, the council is responsible for its own continuity. Neither membership nor agenda is assigned to the collaborative partners by a single institution.

- Collaborative councils are performance-oriented. Members and staff develop their own agenda and approaches to community needs. While such councils may choose to play advisory roles in specific instances, they are designed to perform a variety of roles ranging from fact-finding, to project operation, to program development, to program brokering and catalyzing.

- Most crucially, council members and the institutions they represent share responsibility for implementing the action agenda which brought them together in the first place. Members exercise active leadership within their primary constituencies and with other sectors and constituencies. Collaboration implies a recognition of shared interests that leads to mutual action.

- Organizational activity is sustained through formal council organization, with assistance from a staff director or coordinator.

The issues on the agenda of collaborative councils run the gamut from policy to program to process. The agenda items may address the functions, attitudes, behaviors, and capabilities of schools, colleges, employers, labor unions, government agencies, and religious and social service institutions Typically a council agenda deals with problems which can be resolved only through the involvement of two or more of these institutions.

For example, some collaborative councils have exhibited leadership in linking economic and human development. As employers and unions begin to examine the workplace of the future, they may be troubled by the perceived status of employee and member skills and motivation at all levels of the work force, whether management or workers. Trying to cope with workplace requirements, employers and unions are drawn progressively further into analysis of the causes of success and failure in career preparation. Collaborative councils are neutral "turfs" where these leaders and their education counterparts can discuss and act on needs, resources, and strategies in positive ways.

Linking diverse institutional self-interests is the principal strategy used by councils to engage institutions in joint planning and action on specific education-work issues. In this way, collaborative councils are intended to strengthen the capabilities of community and state-level institutions by using problem-solving approaches that build trust and achieve desired results.

Most councils operate on modest budgets. The principal cost factors are two: whether there is a paid staff and whether the council seeks project operation responsibilities requiring additional staff. Budgets of $40,000 to $100,000 are typical of councils with paid staff. Budgets of $2,000 to $3,000 are typical of councils which rely entirely on members for coordination, outreach, and in-kind support. As councils become more active, and as their independent, broker role in the community becomes more significant, a core, paid staff tends to be indispensable. Councils must then develop cash or equivalent donated staff services to support their efforts.

Overview of Policy Issues

Increasingly, national policy makers in government and the private sector are looking to community leaders to share responsibility for more effective problem identification, problem solving, and allocation of scarce resources. Should these responsibilities be mandated by federal law and regulation? Or must they be legitimized by grassroots initiative and ownership? What are the prospects for sustained cooperation among diverse local interest groups? Are there non-directive yet effective ways the federal government can assist new collaborative mechanisms to emerge? Or can we expect that local institutions with strongly felt needs will develop appropriate mechanisms on their own? Should collaborative mechanisms be used to initiate and operate direct services? Or should they aim to improve information and planning activities, leaving direct services to more traditional and established organizations? What are the funding needs of collaborative councils and similar mechanisms, and how should those needs be judged and provided for?

Description, discussion, and some tentative answers to these questions may be found in the emerging literature reviewed here. But whether the current emphasis on local collaborative, interagency, intersector, interinstitutional solutions to complex problems will bear fruit in effective education, training, and employment practices is posed more as a hopeful question (with some supportive evidence) than as a confirmed answer in this literature. The techniques are still young and being developed.

Far clearer is the consensus that fragmented, institutionally unilateral approaches to youth education, training, socialization, and transition services have proven inadequate. The point of convergence in this volume is on the principles that 1) national problem solving requires community-level participation, 2) community participation requires effective processes to create shared understanding, shared responsibility, shared resources, and shared benefits, and 3) the participants in these processes should include a wide range of community leaders: employers, workers, educators, students, government officials, community organizers, and volunteers.

The emphasis is on institutional responsibility. Mindful that institutions are only as motivated as the individuals who represent them, the literature also recognizes that people acting as motivated institutional leaders carry far more clout and promise of sustained impact than if they act solely as individuals. In contrast, students and parents--historically not perceived as powerful community leaders--are accorded more attention as beneficiaries and clients than as leading actors.

The literature, in a phrase, puts its hopes in local "movers and shakers." But, who will hold these people accountable? Here the assumption seems to be that pluralism of interests and leader-constituent relationships within American communities are sufficiently vital to permit collaboration without collusion, without real danger to the integrity of education and work institutions. The validity of this assumption must be the central question being tested by the collaboration "movement" of the 1980s.

The literature prepares readers to ask: whose interests are being served by which institutions? What benefits accrue to younger students, adult learners, educators, managers, workers, union leaders, parents, government officials, community service workers and other interests? Can these complex sets of interests be interwoven to serve the needs of individual learners as well as those of institutions?

Because this publication focuses on a narrow, specialized band in the spectrum of education and employment literature, it assumes at least a passing awareness of that larger set of issues and documented activities. The reader should bring to this review some sense of the related social, political, economic, and organizational upheavals and challenges of post-World War II America. An awareness of the impacts of technological change and social demographics will be particularly useful: how technology progressively removes entry-level jobs from the grasp of the ill-educated and unskilled; how roads and automobiles, prosperity and racial discrimination created suburban and urban residential and work patterns; how young people have become a uniquely structured labor market unto themselves, with progressively greater percentages seeking work and greater percentages unemployed and unemployable in current labor markets; and how the demand for workers has increased dramatically to attract and absorb the massive entry of women, but primarily in lower-paying jobs competitive with young workers.

The reader should bring also some sense of the many modes of experimentation and innovation which have been used to cope with these perplexing problems: the growth of state and national legislation for education and employment and training programs; the growth of independent community-based organizations specializing in social services to selected client groups; the role of private foundations and corporate initiatives in "seeding" the nation with demonstration programs. A few useful references can be found at the close of this essay.

Significance for Education, Business, and Labor

Many strands of American history have contributed to the concept and practice of community collaboration joining the institutions of education, business/industry, labor, government, and community. The literature portrays cycles of attraction and rejection in the history of business-education-labor relationships.

The first vocational education legislation, the Smith-Hughes Act of 1917, remains a rare and edifying example of how thoughtful and sustained coalition-building brought together diverse sets of interests to form a common purpose which served those individual interests and, through them, the national welfare. The National Society for the Promotion of Industrial Education (now the American Vocational Association) organized the most progressive coalition ever to sponsor a piece of national education legislation. That coalition included: leading educators, the National Association of Manufacturers, the American Federation of Labor, the National Association for the Advancement of Colored People, women's groups, the Chamber of Commerce of the United States, the YMCA, the American Association for the Advancement of Science, American Indian leadership, and thousands of leading citizens concerned about the preparation of young people for an increasingly technological workplace and about the ability of the nation to compete in world markets.

These same concerns gave life about the same time to the profession of vocational guidance and the cooperative education movement. Underlying all was the deep-seated American belief (conceptualized most clearly by John Dewey) that:

> The school must represent present life--life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground . . . the best and deepest moral training is precisely that which one gets through having to enter into proper relations with others in a unity of work and thought. (from Dewey, My Pedagogic Creed, 1897)

The modern literature of industry-education-labor collaboration, and of collaborative councils, applies these essential values and themes within a contemporary context. The context itself derives from a sense that the individual's need for unity of work and thought is matched by the educational institution's need for community support in providing meaningful educational experiences for students, and by the work institution's need for skilled, motivated, understanding adults.

The launching and orbiting of the Soviet Union's Sputnik in October, 1957, also launched another generation of converging interests between education and work institutions. The factors of foreign competition and a new technological era were again foremost in the public mind. The National Defense Education Act of 1958, the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, and the Higher Education Act of 1965 are visible reminders of a veritable explosion of concern for the status of technical and basic skills education in the United States.

Collaborative planning and lobbying brought this legislation into existence, with education associations and industry associations taking the lead. Additionally, many of the education departments of national trade associations date from this period. Finally, it was this cycle of legislation, particularly the Vocational Education Act of 1963, with its admendments of 1968, which established the policy of involving the private sector (particularly employers) in education planning, program development, and monitoring. The mechanisms used to implement this policy were advisory councils at the national, state, and local levels.

As in the past, foreign competition and technological innovation are today factors favoring investment in education and a greater role for the private sector in supporting and implementing new programs. As in the past, new technologies carry both the promise of greater employment in new economic arenas and the threat of increased unemployment in old ones. As in the past, the unemployability of young people without adequate basic and technical skills shames the nation as an underused resource and as a potential threat to public safety. Once again the connections between education, employment, and economic and human development are being revealed and tested.

Is the current period of discussion and attraction any different, or is it, also, likely to fade with a mixed impact of achievements and failures? One intriguing trend argues for more permanence. Because sophisticated skills are required of even entry-level employees, most employers, particularly the larger corporations, now include skill and career development strategies in their own planning. Dependent on the quality of the education system's "product," and more sensitive than ever to the concepts of personal growth and stages of development, corporate managers now have strong motivations to initiate and sustain communications with their counterparts in educational institutions. Seeking to avoid, or share with taxpayers, the costs of basic and specialized training, employers are being drawn to closer dialogue with secondary and postsecondary educators in particular.

Similarly the direct interests of organized labor are being drawn closer to education, and education institutions closer to an understanding of those interests. Management, too, has a substantial interest in this convergence. But for the most part, the literature ignores the roles and capabilities of organized labor with regard to involvement in the preparation of young people for work and adult responsibilities. With rare exceptions, even the unions themselves have not addressed their shared interest with education and business. What are these converging interests?

- As teachers and college faculties have joined national unions and sought bargaining rights, organized labor has paid closer heed to the role of education institutions as shapers of the attitudes and skills of the succeeding generation. As teachers have rid themselves of status biases and stereotypes regarding organized labor, so have labor organizations rid themselves of biases and stereotypes regarding educators.
- Unions and their members may prove to be the strongest organized source of support for lifelong learning opportunities for all adults in the near future. Organized labor will speak for the education needs of individuals and will prefer educational programs which operate from "neutral turfs" such as schools and colleges. Since adult learners frequently seek to enhance work-related skills, and since tuition reimbursement plans frequently are restricted to work-related programs, enrollments in adult extended learning and community college programs stand to benefit from increased labor leadership in this area.
- The bulk of any school's students are fated to be workers rather than managers. Yet the perspective of American education curricula has been largely managerial. Occupational and vocational education programs have shied away from offering a labor studies perspective. If IEL collaboration is to address the self-interests of students as learners and citizens, closer awareness and understanding of labor history and practices should be part of the collaborative agenda. Of course, any such efforts must be balanced in terms of both labor and management interests.

Summary

From the perspective of the literature included here as the context for collaboration, one finds three themes of special significance:

- That individual learners will be motivated to develop academic and vocational skills and positive attitudes towards society if in-school learning is closely linked in the learner's mind to relevant people, places, and opportunities in the immediate community and the larger society. Improved motivation may, in turn, reduce both anti-social behavior and the need for costly remedial programs.
- That maintaining the values of democracy and capitalism requires the participation of employers, workers, and other citizens in support of curriculum development, teacher training, career guidance, and effective educational administration.
- That maintaining a labor supply "aligned" with the market demand for labor is cost effective and requires the participation of knowledgeable business, labor, and education leaders in developing labor market information, forecasting the economic development and employment needs of the local and regional economy, preparing short and long-term guidance for curriculum developers, career guidance planners, students, and the community at large.

Since the days of Dewey, the National Society for the Promotion of Industrial Education, and the "scientific management" approach to human development, these themes have been the subjects of intense promotion and intense criticism. Authors lined up on one side or the other depending on whether they saw benefits accruing to students, educators, business, and society as a whole or whether they saw students, parents, and educators as too vulnerable--financially, intellectually, or politically--to withstand the impact of special interests, too weak to protect the schools' role as an imparter of balanced perspectives and critical thinking.

Much of the current debate over collaborative councils has historical ties to debates over the linkages of vocational and career education to the world of work. For the most part there is the assumption that some types of connections are useful and legitimate, for some if not all students. The debate, however, centers on whether actual practices provide the promised benefits. For example: is local and national economic forecasting sufficiently accurate to justify educational investments in new curricula and facilities? Who will pay for and who will benefit from decisions to concentrate school vocational training in a relatively few technical areas? Are community resources (such as classroom speakers, internship placements, and career mentors) used appropriately to motivate learners? Are the essential skills of computation, reading, and writing enhanced? Are community resources concentrated (and stereotyped) for use by some students and not for others? Are students exposed to a business perspective, but not a labor perspective? Are business and labor representatives exposed to a student and teacher perspective? Does "institutional learning" take place so that the effectiveness of institutional linkages is improved over time? Questions such as these connect the literature of collaborative councils to the mainstream of literature on industry-education-labor collaboration and cooperation.

Conclusion

Educators and public education institutions, particularly secondary education, will be under enormous financial pressures during another decade of population shifts from the young to the old, and of increasing proportions of Hispanics and blacks enrolled in public schools. Educators will be hard pressed to educate the public in order to preserve the tax base for public education. Understanding and active support from organized labor and "organized business" will help considerably. From the educator's perspective, and presumably from the perspective of student and parent, the formation of local coalitions supporting education programs may be the most powerful motivation for the activation of collaborative councils. But on this point, this young literature on collaboration has little experience to report. It does, however, point to a future literature still to be written.

Gerard G. Gold
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Industry-Education-Labor
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METHODOLOGY

Search Process

This review of literature is designed to provide readers with information useful to an understanding of industry-education-labor collaborative councils in concept and in practice. In an effort to select those materials of greatest importance to provide such an understanding, the search process detailed below was undertaken.

A topical framework was developed to establish the subject parameters of the search and to organize the literature into relevant and meaningful subject headings. Two categories were established: 1) the first broad category identified was "Institutions and Their Relationships to Industry-Education-Labor Collaboration," which included the areas of education, business and industry, labor unions, foundations, government, and special interest groups; and 2) the second major category was "Industry-Education-Labor Collaborative Mechanisms," which included goals and objectives, patterns of communications and linkages, key actors, activities, evaluations, case studies, and technical assistance resources.

Having identified the subject areas relevant to industry-education-labor collaboration, a preliminary list of descriptors was developed. These descriptors (see Appendix A. for complete list) served several functions during the literature search: a) they were used as key words or phrases for accessing computerized data bases; b) they served as guidelines during the process of selecting individual works to be reviewed; c) they were used to cull relevant information from particular works; and d) they served as the basis of the subject index for this document (see Appendix B.).

Using a variety of appropriate descriptors, automated searches were conducted through the following data bases: a) using the DIALOG system, two separate searches were conducted through the National Technical Information Service (NTIS), the Educational Resources Information Center's (ERIC) Current Index to Journals in Education (CIJE), and ERIC's Research in Education. For the first search, all publications and unpublished reports related to cooperative efforts and coordinated planning involving local agencies were identified. The second search located all literature on education-work consortia, industry-education-labor councils, and other education, training, and employment-oriented interagency organizations at local and state levels; b) the Smithsonian Science Information Exchange, Inc. (SSIE) was searched for all ongoing studies related to industry-education-labor councils; and c) the Library of Congress' LCCC and BIBL data bases were searched for items related to school-industry relationships (other descriptors did not yield any documents).

Several major bibliographic compilations were reviewed for appropriate documents. These bibliographies included: The Project SHARE Collection, 1976-1979, which contains a comprehensive listing of documents relating to the planning management, and delivery of human services; Bibliography on Career Education, July 1979, which focuses on career education literature that emerged from 1973 through 1978; and Experiential Education in the Workplace, a 1979 publication of the National Center for Research in Vocational Education.

A number of journals were searched for recent articles related to industry-education-labor collaboration. Among the most relevant journals were the following: Journal of the American Vocational Association; Journal of Industry-Education Cooperation; Journal of Training and Development; and Phi Delta Kappan.

Newsletters containing frequent articles and information relating to industry-education-labor collaboration and collaborative mechanisms were identified.

In addition to the formal search processes noted above, project staff consulted with numerous resource persons in government agencies, national organizations, and independent groups and obtained information on: current materials available in the field generally; materials developed by and available from their projects, agencies, or organizations specifically; significant unpublished reports, studies, and other documents related to industry-education-labor collaboration; and other potential sources of materials.

Abstracting Process

After materials were generated (using the topic areas as parameters and descriptors as individual guides) from the searches noted above, they were examined by the project staff as to their degree of relevance to the issues surrounding industry-education-labor collaboration. This culling of materials by the staff eliminated redundant works by the same author or organization, materials too general to be pertinent, and materials mistakenly categorized. The culling of materials also allowed the staff to focus on the relevant sections of specific works.

Following standard procedures developed for compiling the annotated bibliographic references, each relevant document was abstracted or summarized in one or two concise paragraphs, outlining the general themes of the work and focusing on the sections with particular relevance to industry-education-labor councils and collaboration. Wherever possible, the original language was retained in an effort to give a faithful account of the document's content. The length of a particular annotation is not related to the size of the original work, nor is it an indication of relative importance. Longer abstracts were required for some items to enable the reader to determine accurately the relevance of the reference.

Each abstract is preceded by a set of descriptors, chosen to identify the highlights and main purposes of the document. Major descriptors serve as the basis for the subject index (Appendix B.), while a complete list of all descriptors is included in Appendix A.

Unless otherwise indicated, each of the annotations was developed by project staff. Where abstracts available from other sources were appropriate to the needs of this listing, they were included, with the specific source noted in parentheses at the end of the abstract. These sources were limited to the following: ERIC; The Project SHARE Collection; and Experiential Education in the Workplace.

CAVEATS

Listed below are a number of publications which would have been included among the annotations had they been received before final copy was prepared:

Advisory Commission on Intergovernmental Relations. Citizen Participation in the American Federal System. Washington, D.C.: U.S. Government Printing Office, 1979. 357p.

Bulpitt, Mildred, and Lohff, Judith Kaderlik eds. It's Your Business! Cooperative Efforts Between Community Colleges and Business/Industry. Phoenix, AZ: Maricopa Community Colleges and the League for Innovation in the Community College, June 1980. 64p.

Drewes, Donald W. The Context of Vocational Education-CETA Coordination: A State of the Art. Volume 3. Raleigh, NC: Conserva, Inc., 1980. 107p.

Gittel, Marilyn, et al. Limits to Citizen Participation: The Decline of Community Organizations. Beverly Hills, CA: Sage Publications, 1980. 280p.

Greater Portland Work-Education Council. People Working Together: Handbook on Work-Education Councils. Portland, OR: Author, June 1980. 71p.

Industry Education Council of California. Local Council Handbook. Burlingame, CA: Author, 1980. 89p.

National School Public Relations Association. Business-School Partnerships: A Plus for Kids. Arlington, VA: Author, 1980. 82p.

National Urban Coalition. *Collaborative Programs in Urban Schools: Case Studies*. Washington, DC: Author, 1980. 137p.

Ruina, Edith. *Work in Technology and Science: Linking Education and Employment: Technology and Science Careers for Minorities*. Cambridge, MA: WITS-MIT Project on Work in Technology and Science, 1980. 64p.

The Schools Council Industry Project. *Interim Report*. London, England: Author, July 1979. 36p.

Stockton, Rex. *A Study to Identify, Describe and Evaluate Existing Methods of Linking Vocational Education with CETA Programs, Business, Industry, Labor and Adult Education*. Xeroxed. Bloomington, IN: Indiana University Foundation, July 1980. 224p.

Topougis, Nicholas J. *Labor and Career Education: Ideas for Action*. Washington, DC: U.S. Department of Health, Education and Welfare, Office of Education, 1980. 95p.

Undoubtedly, and unfortunately so, readers will call to mind yet other books, reports, articles, and films which in their judgment should have been reviewed here. To these criticisms we can only respond by accepting the responsibility for both the content of what is here and the absence of what is not.

If we are correct in asserting that this is a young and growing literature and that collaboration among business/industry, education, labor government, and community service institutions is a growing field of action and investigation, then the reader may feel some assurance that the errors and oversights of this first annotated literature review will be corrected and updated in a later review. With this in mind, the reader is urged to accept the responsibility of forwarding suggestions to the editors at the National Institute for Work and Learning.

THE LITERATURE OF COLLABORATIVE
COUNCILS:
AN ANNOTATED BIBLIOGRAPHY

This annotated bibliography consists of three sections:

I. The first section, "Councils and Other Collaborative Mechanisms," abstracts materials which deal directly with collaborative councils, including handbooks and evaluations. These materials are of particular interest to those who want to know "how to do it" as well as "how it's been done."

II. The second section, "The Concepts and Contexts of Collaboration," reviews the relevant literature on the theory and current thinking regarding the nature of collaboration and the collaborative environment vis-a-vis industry, education, labor, and other community sectors. Section II also contains a selective review of documents that address the broad context within which the development of industry-education-labor collaborative mechanisms has occurred and that deal with the education-work transition problems to which the collaborative council is a response.

III. The third and final section, "Newsletters," consists of a briefly annotated listing of selected newsletters that frequently contain articles relating to issues of importance to industry-education-labor collaboration and collaborative mechanisms. This listing is intended to provide the reader who has an ongoing interest in this area with access to the latest information and resources available.

I.

COUNCILS AND OTHER COLLABORATIVE MECHANISMS

Aller, Curtis; Freedman, Marcia; Hallman, Howard; McLaughlin, Leo; Pines, Marion; Robson, Thayne; and Wurzburg, Gregory. An Assessment of Community Work-Education Councils: 10 Case Studies. Washington, D.C.: National Council on Employment Policy, November 4, 1977. 150p.

Descriptors: Case Studies; Collaborative Mechanisms; Demonstration Projects; Education-Work Councils; Intermediary Organizations

This collection of case studies was prepared in late 1977 to provide the U.S. Department of Labor's Office of Youth Programs with a quick assessment of selected education-work councils during the first six months of their participation in the DOL-funded Work-Education Consortium Project. Each of the reports describes the status of council organization and critical background events and decisions affecting the membership, leadership, mission, and funding of the councils. The roles and functions of the three national intermediary organizations providing technical assistance to local councils are described. The reports attempt to highlight special conditions affecting councils in rural, urban, and suburban areas. Differences between councils newly organized and those operational prior to the national project are noted. Two of the ten case studies deal with state-level collaborative projects.

American Association of Community and Junior Colleges. Community Education-Work Councils. Washington, D.C.: Author, 1977. 3 vols.

Descriptors: Colleges/Universities; Demonstration Projects; Education-Work Councils; Program Effectiveness; Rural Education

These three volumes report on the first year of operation (October 15, 1976 through October 15, 1977) of a demonstration project sponsored by the American Association of Community and Junior Colleges (AACJC) and the U.S. Department of Labor (U.S. DOL)in which seven community education-work councils (CEWCs) were established in rural communities to develop a working relationship among local education agencies and business and industry to help bridge the gap between school and work. CEWCs were established at Asnuntuck Community College (Connecticut), Bayamon Regional College (Puerto Rico), DeKalb Community College (Georgia), Motlow State Community College (Tennessee), Southeast Community College (Nebraska), Tanana Valley Community College (Alaska), and the Community College of Vermont.

Summaries of each volume follow:

- Volume 1: National Office Report on the First Year - discusses national office activities, including demonstration site subcontracts, prime contract budget requirements, case studies for each of the seven community colleges, and issues and problems regarding staff, the council, financing, service areas, and college and federal roles. The bulk of the document is taken up by appendixes which include: U.S. DOL-AACJC contract, request for proposal (RFP), application records, demonstration site subcontract, and report forms.

- Volume 2: Demonstration Site Reports on the First Year - includes internal and external evaluation reports of CEWCs established by Asnuntuck Community College, Bayamon Regional College, and DeKalb Community College. The reports include the following components: an executive summary, chronology of major events, various problems encountered, finances, recommendations, program-related materials, program objectives and effectiveness, the role of the staff, program development, and various charts and tables.

- Volume 3: Demonstration Site Reports on the First Year - includes internal and external evaluation reports of CEWCs established at Southeast Community College, Motlow State Community College, Tanana Valley Community College, and the Community College of Vermont. The reports include the following components: an executive summary, chronology of major events, various problems encountered, finances, recommendations, program-related materials, program objectives and effectiveness, the role of the staff, program development, and various charts and tables.

American Council on Education. Education and Work: Report of a Seminar. Washington, D.C.: Au[illegible], June 1976. 47p.

Descriptors: Career Education; Collaborative Mechanisms; Education-Work Councils; Education-Work Transition; Youth Unemployment

In February 1976, the Policy Analysis Service of the American Council on Education convened a seminar on Education and Work for the purpose of providing a setting wherein the postsecondary education community could develop a plan of action for improving the relation between educational experience and work experience, particularly for young people. The seminar focused on The Boundless Resource: A Prospectus for an Education/Work Policy, by Willard Wirtz and the National Manpower Institute, and featured Mr. Wirtz as a key speaker.

This report summarizes the seminar proceedings, which included discussion of such topics as the relation of college studies to jobs; the prerequisites for implementing effective education-work policies and programs; the purpose of career education; new definitions of economic growth; community collaboration; and models for volunteer programs. Though the purpose of this seminar was not to prepare a list of policy recommendations, four major points seemed to emerge from the discussion: the socialization of the nation's young people to adult roles needs improvement; a dramatic index of inadequate socialization is the high youth unemployment rate; collaborative processes are needed to overcome the education-work transition of youth; and there is disagreement over whether the response to the problem should be decentralized or centralized.

Banchik, Gail; Coords, Henry H.; Abramson, Theodore, and Sterne, Dorothea. "Industry-Education Councils: A Case Study." In Handbook of Vocational Education Evaluation, pp. 559-571. Edited by Theodore Abramson et al. Beverly Hills, CA: Sage Publications, 1979.

Descriptors: Case Studies; Industry-Education-Labor Councils; School/Industry Relationship; Vocational Education

This chapter examines the differing needs and relations among education, industry, and organized labor, concerning the outcomes of vocational education. Within this political context, industry-education councils, like the Niagara Frontier Industry-Education Council, are described. The barriers between industry and education and the need for cooperation between the two are examined. Emphasis is placed on refocusing vocational education to better meet the expectations and needs of industry.

Barton, Paul E. Community Councils and the Transitions Between Education and Work. Washington, D.C.: National Manpower Institute, October 1976. 29p.

Descriptors: Collaborative Mechanisms; Community/Citizen Involvement; Education-Work Councils; Evaluation Criteria; State of the Art Review

The purpose of this paper is "to elaborate the idea of councils composed of business, education, labor, and other key individuals and community institutions" and to serve as a resource for those interested in developing "alternative approaches to enlarging knowledge about the effectiveness of collaborative approaches at the local level." It encompasses the youth transition from education and, more briefly, the adult transition at various points from work to education. The paper describes the problems councils deal with, the concepts underlying the council approach, the present state of the art, the purposes councils try to achieve, and the information needed to determine whether those purposes were achieved.

Barton, Paul E., ed. Implementing New Education-Work Policies. San Francisco, CA: Jossey-Bass, Inc., 1978. 108p.

Descriptors: Career Education; Collaborative Mechanisms; Education-Work Councils; Education-Work Transition; Federal Legislation; Youth Unemployment

This volume, consisting of eleven individually authored papers, addresses the implementation of education-work policy. Among the papers included are the following: 1) "Building an Education-Work Council: Lessons of Lexington," which reports on the creation and development of the Lexington council; 2) "Career Education and Collaboration," in which three collaborative community models are explored; 3) "The Youth Employment Act," which examines the early implementation of YEDPA; 4) "The Business Enterprise and Educational Institution," which examines the progress that General Electric has made in establishing a link between its own training and education programs and students in the community; and 5) "Countercyclical Education and Training," which reviews the European experience with countercyclical expansions of training and its usefulness for youth employment policy and points up the need for closer linkages between educational and labor market training systems. Other papers deal with the adult side of education-work policy implementation.

Burt, Samuel M., and Lessinger, Leon M. Volunteer Industry Involvement in Public Education. Lexington, MA: Heath-Lexington Books, 1970. 203p.

Descriptors: Collaborative Mechanisms; Industry-Education-Labor Councils; School/Industry Relationship; State of the Art Review

This book is a combination of history, state of the art description, and advocacy of industry-education linkages up to the point of publication. The book provides rationales for industry involvement in education and supports these rationales with many examples of volunteer practices. The authors review concisely both school-sponsored organizations for volunteer industry involvement and national industry-sponsored organizations. Examples are provided of roles adopted by boards of education, parent-teacher associations, various advisory committees, student organizations, trade and professional groups, economic education organizations, industry-education organizations, and others. Although out of date in its details, the book's case studies of cooperative planning and programs remain indicative of the types of education-industry relationships most frequently found. Building on a thoroughly positive analysis of a balanced approach to education-industry partnerships, the authors propose a Center for Studies in Industry-Education Cooperation.

Butler, Erik, and Darr, Jim. Lessons from Experience: An Interim Review of the Youth Employment and Demonstration Projects Act. Waltham, MA: Center for Public Service, Brandeis University, March 1980. 183p.

Descriptors: Demonstration Programs; Education-Work Councils; Federal Legislation; Government/Private Sector Relationship; Program Effectiveness

This document, developed for the Vice President's Task Force on Youth Employment, is a "quick and tentative assessment of a very complex law..." It is organized around five important issues: 1) public sector job creation; 2) access to the private sector; 3) educational strategies and institutions; 4) supportive services; and 5) management and research. Each chapter opens with a brief discussion of the main goals or purposes of the law (YEDPA), then delineates the lessons gained from the first two years of its implementation. The review concludes with a brief section on knowledge development and an extensive bibliography.

Of particular interest is the section in the private sector chapter on "Strategies for Linkage." The authors state that "preliminary studies of both Private Industry Councils and the Education/Work Councils have been favorable." Examples of local public/private collaboration are briefly noted, and several common elements of the most effective examples are identified: 1) they meet a real need of local business; 2) they have been developed through collaboration with both the schools and CETA; 3) they have been highly visible programs; and 4) there has usually been a "broker" in the public/private relationship, either an individual or an organization, with credibility for all parties. Overall, the authors believe that, if certain conditions are met, "the collaboration of employers, educators, and governments around the needs of youth which was inaugurated in YEDPA may grow to maturity."

California State Department of Education. Establishing School Site Councils: California School Improvement Program. Sacramento, CA: Author, 1977. 22p.

Descriptors: Collaborative Mechanisms; Elementary and Secondary Education; Handbook; Parent Involvement; State Legislation

This document describes the roles and responsibilities of the school site council, which California law provides will be composed of the principal, teachers, other school personnel, parents, and, at the secondary level, pupils. Stated briefly, the council is responsible for developing a school improvement plan, continuously reviewing the implementation of the plan, assessing the effectiveness of the school program, reviewing and updating the school improvement plan, and establishing the annual school improvement budget.

The basic principle underlying the establishment of school site councils is that persons and groups most affected by decisions should have an opportunity to participate in making those decisions. School site councils are established at each school participating in the School Improvement Program initiated by the state legislature.

The publication's appendixes include: sample bylaws for a council; sample agenda; sample outline of minutes of a school council meeting; and responsibilities of school site council members at a decision-making meeting.

Center for Education and Work, National Manpower Institute. "Work-Education Councils: Collaboration Gets Results." Washington, D.C.: National Manpower Institute, n.d. 8p.

Descriptors: Collaborative Mechanisms; Education-Work Councils; Education-Work Transition; Information Dissemination

This report is based on a series of four conferences held between August and November 1978, sponsored by the National Manpower Institute's Work-Education Consortium Project. Representatives of business, labor, education, service agencies, and government attended the conferences to discuss ways of easing the education-work transition through formation of local work-education councils. The report consists of "the down-to-earth advice of hard working community leaders sharing their experiences..." in "how institutions that are set in their ways can be encouraged to work together toward a common goal..." The report is designed to serve as a brief guide to community collaboration, based on practical advice drawn from local experience. Issues addressed include: why are work-education councils needed at all; organizing a successful work-education council; involving the private sector; involving organized labor; work-education collaboration at the state level; special problems in rural collaboration; CETA, schools, and work-education councils; and the Work-Education Consortium.

Clark, Donald M. "Industry-Education Collaborative Efforts in Youth Employment." Paper prepared for the National Commission for Manpower Policy, 1976. 15p.

Descriptors: Career Education; Education-Work Transition; Industry-Education-Labor Councils; Job Placement; School/Industry Relationship

Increasing attention is being paid to linking education and the market place to prepare youth for a productive role in work. Three areas constitute the ingredients for developing a realistic strategy: 1) changes in the market place; 2) a delivery system for increased youth employment; and 3) local industry-education councils. Over the next decade, significant changes will have impact on the employment situation for youth and will require major adjustments in the educational programs focusing on school-to-work transition. Some of these trends are technological changes, occupational changes from goods to services, new market areas primarily in the South and Southwest, a rise in educational requirements, higher incomes, declining birthrate, and more women and blacks in the work force. A delivery system for youth employment should focus on school-to-work transition, with industry and education collaborating on the following: statement of goals, staff development programs in career education, curriculum restructuring to reflect career education concepts, career information/resource centers, job placement services (including needs assessment, job development, student development, placement, and follow-up), school building-employer partnerships, and task forces of volunteer career consultants. Industry-education councils can link the market place and the delivery system on the local level as representatives of business, education, labor, government, agriculture, and the professions work together on coordination of school-industry cooperative efforts. (ERIC)

Clark, Donald M. Using Community-Wide Collaborative Councils for the Professional Development of Vocational Education. Columbus, OH: National Center for Research in Vocational Education, April 1978. 13p.

Descriptors: Collaborative Mechanisms; Education-Work Councils; Education-Work Transition; Personnel Development; Vocational Education

One of the major developments in the effort to link the workplace and education has been the formation of community-based councils, primarily industry-education councils and work-education councils. The councils have generally focused their efforts on easing the transition of youth from education to work. Councils have also been organized to assist educational institutions in career education, staff/curriculum development, career guidance, occupational information, school-based job placement, and student work experience. Vocational education can benefit significantly from the experience gained in education/work by the variety of community-wide advisory mechanisms. Vocational educators need the type of linkage to the workplace that can lead to effective programmatic change consistent with the employer expectations. There are four areas which should be considered in discussing professional development of vocational educators within the context of the industry-education cooperation movement and community-wide collaborative councils: 1) an assessment of the major changes in the market-place as a requirement for occupational planning; 2) an examination of economic policies and the problems of the unskilled and underemployed; 3) an analysis of two major community support systems to the education/work effort; and 4) suggested council-vocational education initiatives in professional development. (ERIC)

CONSERVA, Inc. Serving Youth Together: A Vocational Education-CETA Partnership. Slide-tape presentation. Raleigh, NC: Author, 1979.

Descriptors: Audio-Visuals; CETA-Education Coordination; Collaborative Mechanisms; Technical Assistance; Vocational Education

This 18-minute slide-tape presentation is aimed at increasing the viewer's awareness of the role of vocational education in youth employment and training programs. It describes federal initiatives and highlights coordination mechanisms at work in three local programs. Examples are drawn from a study funded by the U.S. Office of Education which documented 140 coordinated programs nationwide. The presentation includes an introduction to the technical assistance guide developed as a part of the project.

Dallas Chamber of Commerce. The Business Community and the Public Schools: A Dynamic Partnership. Dallas, TX: Author, September 1979. 42p.

Descriptors: Business Leadership; Collaborative Mechanisms; Information Dissemination; School/Community Cooperation; School/Industry Relationship

This booklet, prepared by the Education staff of the Dallas Chamber of Commerce, documents the business/school partnerships in Dallas, Texas. Though the events surrounding the creation of business/school partnerships in Dallas are unique, the booklet focuses on certain basic principles which may be applied to other cities interested in creating such partnerships.

The booklet is divided into six chapters. Chapter 1 discusses some of the central challenges facing education, and how business involvement can help them. Chapter 2 emphasizes the importance of developing informed sponsors and effective volunteer leadership in creating successful cooperative efforts. Chapter 3 describes the need for active community involvement in developing needs assessments to ensure a system of educational accountability. Chapter 4 discusses the need for an effective, clear communications system which encourages community input and keeps the business community apprised of critical issues and program successes. Chapter 5 explores the importance of staffing in expanding business community involvement in, and support of, cooperative efforts. Chapter 6 suggests specific projects with which the business community can become involved. Five appendixes provide useful background information on the history of cooperative efforts between businesses and schools in Dallas.

Drews, Pearl A. A Flight Plan: Toward a Career Choice--School and Community as Co-Pilots of Career Education. Akron, OH: Akron Public Schools and Akron Regional Development Board, 1977. 217p.

Descriptors: Career Education; Collaborative Mechanisms; Community/Citizen Involvement; Handbook; School/Community Programs

Based on the premise that collaboration among the formal education system, the home-family structure, and other individuals and institutions of both the public and private sectors is an essential ingredient of any career education effort, this manual, prepared under a contract with the U.S. Office of Career Education, describes past and present collaborative efforts in Akron, Ohio. Designed as a flight plan to help interested communities implement or expand their own collaborative projects in career education, the manual provides summaries of basic information about career education and descriptions of specific collaborative activities and procedures. Starting with a discussion of the need for, and benefits of, collaboration in career education, the manual outlines the steps involved in local collaborative process building. After providing some brief background information on career education, the manual describes how the philosophies of national and state models of career education have been incorporated into Akron's Career Education Program. In addition to discussing a number of in-service programs which have been vital to Akron's success in career education, the manual describes others which have had significant impact on Akron's career education efforts, including activities that have required collaboration with national programs, local programs of national organizations, the local elementary and secondary school systems, and parents. A brief discussion of the need for evaluation in career education is also included.

Education Commission of the States. Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor. Denver, CO: Author, January 1979. 66p.

Descriptors: Advisory Committees; Career Education; Collaborative Mechanisms; Government/Private Sector Relationship; State Departments of Education

Based on survey results from 51 state career education coordinators and over 100 representatives of business/industry and labor, this report of the Education Commission of the States' (ECS) Task Force on Career Education provides early insights, nationwide, on current collaborative efforts in career education. The report contains a review and analysis of the nature and extent of business/industry and labor involvement in state career education policy development and an assessment of factors that encourage or tend to hinder collaboration between these groups and the education community. Finally, the report presents the task force's recommendations for improving collaborative efforts. Examples of a number of states that have successfully involved business/industry and, in some cases, labor in the development of career education policies are included (among them the Industry Education Council of California). This is an extremely informative document regarding collaborative processes and mechanisms at the state level.

Evans, Donald E. "Rural Youth: Learning to Lead." Vocational Education 55: 3 (March 1980): 34-36.

Descriptors: Collaborative Mechanisms; Cooperative Education; Rural Education; School/Industry Relationship; Vocational Education

This article describes the Leadership in Action youth program sponsored by the Pennsylvania Association of Farmer Cooperatives (PAFC). Co-op councils throughout Pennsylvania have assisted these programs and related activities since 1961. The article describes co-op councils as groups of community leaders from agricultural cooperatives, cooperative extension, vocational education, plus other interested citizens. The councils sponsor local leadership initiatives, classroom presentations, school projects, student visits to agribusinesses, and similar vocational activities. The PAFC is a trade association of 65 farmer cooperatives in the state. The author describes a Summer Institute program serving rural youth from Pennsylvania, Delaware, New Jersey, and New York. The summer program is linked to a National Institute sponsored by the American Institute of Cooperation and its National Institute on Cooperative Education.

Ferrin, Richard I., and Arbeiter, Solomon. Bridging the Gap: A Study of Education-to-Work-Linkages. New York: College Entrance Examination Board, June 1975. 180p.

Descriptors: Advisory Committees; Career Education; Collaborative Mechanisms; Education-Work Councils; Education-Work Transition

This report focuses on the education-to-work transition of college students, specifically on the barriers that make the transition so difficult for many individuals and on the range of existing or possible mechanisms to link the worlds of education and work and thereby smooth the transition for individuals moving from one area to the other. After a discussion in the introduction of the different roles and objectives of educational institutions versus those of the workplace, the report presents the major components of the conceptual framework developed for studying education-to-work linkages. Procedures and findings of a survey conducted in four states--California, Florida, New Jersey, and Ohio--with persons representing a wide range of institutional types and levels are discussed in the following chapter. After analyzing survey findings, the report identifies major barriers to the transition and offers 12 proposals to overcome them, including the provision of greater opportunities for upward work experience to students at both the secondary and postsecondary levels, the establishment of local community education and work councils, and expanded federal efforts in easing the education-to-work transition. Brief descriptions of 80 linkage mechanisms (formal and informal) are included. An extensive bibliography containing 244 titles arranged under planning, curriculum, guidance, manpower utilization, and evaluation is also provided.

Forbes, Robert E. "Presentation to the U.S. Senate Committee on Labor and Human Resources." Washington D.C.: June 6, 1979.

Descriptors: Collaborative Mechanisms; Education-Work Councils; Organized Labor; School/Labor Union Relationship; Youth Unemployment

This testimony outlines the role of the metropolitan Detroit AFL-CIO in collaborative efforts to address the problems of institutional isolationism and youth unemployment. Forbes describes his union's involvement in the Work/Education Council of Southeastern Michigan and mentions several Council initiatives that illustrate "how we were able to bring the community together to identify the problems, develop a plan of action, pull together resources and hand the project over to the appropriate agency to run." Among the projects described are: 1) the employability characteristics survey; 2) a Council-formed consortium to deliver the Michigan Occupational Information System to the Council's service area; 3) assistance to the Livonia Reading Academy in recruiting employees to participate; 4) establishment of a three-year automobile dealers apprenticeship program; 5) implementation of General Electric's Educators-In-Industry Program in the Wayne County area; 6) expanding the use of negotiated tuition aid benefits; 7) jointly conducting a "Labor Fair" to expose students to the history and philosophies of labor unions; and 8) implementation of Project Labor, designed to provide information to high school juniors and seniors on the labor movement in America.

Gold, Gerard G. Career Guidance and Community Work-Education Councils. Washington, D.C.: Center for Education and Work, National Manpower Institute, June 1979. 73p.

Descriptors: Career Guidance Services; Collaborative Mechanisms; Education-Work Councils; School/Community Cooperation

Career guidance for youth and adult transitions between education and work is a concept central to recent policy-making and program developments throughout the nation. Recognition of the community-wide responsibility for providing career guidance is essential for effective planning and is a key principle of this paper. Examples are provided of community efforts to improve career guidance using collaborative councils and other mechanisms. These community efforts focus on three areas: 1) the roles and competencies of career guidance personnel; 2) the involvement of community members and local organizations as career guidance resources; and 3) the strengthening of existing youth service programs to provide career guidance services.

After reviewing national legislation and debate, the author addresses eight questions which are central to the analysis: 1) what can be done to make the community-wide career guidance network an effective reality? 2) who is responsible for providing career guidance? 3) where should career guidance be provided? 4) how should career guidance be provided? 5) to whom should career guidance be provided? 6) how should career guidance services be funded? 7) what should be the definition of career guidance services? and 8) what should be the priorities for action in the area of career guidance?

The author notes that the parts of a career guidance network--young people, parents, friends, teachers, counselors, employers, co-workers, and others--already exist. But institutional linkages need to be developed before a collaborative guidance network can become a viable factor in supporting youth and adult transitions. Community work-education councils are discussed as a way of developing those linkages and focusing community energies on more systematic career guidance planning and action.

A descriptive list of 13 resource agencies providing information on career guidance and counseling is appended.

Gold, Gerard G. "Towards Work-Education Collaboration: Revitalizing An American Tradition." Paper prepared for the Rural Guidance Communication Project. Columbus, OH: National Center for Research in Vocational Education, Ohio State University, January 1979. 14p.

Descriptors: Career Guidance Services; Collaborative Mechanisms; Community/Citizen Involvement; Education-Work Councils; Rural Initiatives

The author discusses the role community collaboration is playing today in public policy regarding youth transition from school to work. The article provides examples of successful collaborative programs from the 33 communities and states participating in the National Work-Education Consortium Project. The author cites six basic requirements necessary to develop effective collaborative mechanisms: 1) local leadership involvement; 2) representation by all affected community sectors; 3) sharing of responsibility for developing effective community institutions; 4) understanding of local issues and concerns; 5) resources (including dollars, manpower, and innovative ideas); and 6) freedom to set the council's own purposes, goals, strategies, and methods independently of control by other community institutions.

The paper discusses career guidance services and collaborative councils in rural areas. Examples are provided of the variety of projects and policy initiatives conducted by education-work councils. In this context, the paper summarizes the recommendations of A Charter for Improved Rural Youth Transition developed by eight rural councils and the National Manpower Institute (1978).

Goldberg, Judith F., and Prager, Audrey. "Policy Implications of Preliminary Findings of the Study of Education and Work Councils." Cambridge, MA: Abt Associates, December 24, 1979. 38p.

Descriptors: Collaborative Mechanisms; Education-Work Councils; Educational Policy; Evaluation Criteria; School/Community Cooperation

This paper reports the preliminary findings and recommendations developed in the first phase of a 30-month effort to evaluate the effectiveness and potential of autonomous education and work councils. The study was performed for the National Institute of Education and reflects data collected on 12 of 32 local councils participating in the Work-Education Consortium Project, sponsored by the U.S. Department of Labor. The authors list nine "possible federal goals" for education and work councils. The nine goals proposed as relevant to the current interests of federal agency decision-makers are: 1) to develop a collaborative approach to solving youth transition problems in the community; 2) to institute a locally oriented approach to solving youth transition problems in the community; 3) to foster symbolic expression of community-wide concern for youth transition problems; 4) to change the way existing institutions provide youth transition services or relate to each other regarding youth transition; 5) to establish a formalized mechanism for local input to government policy on youth transition; 6) to incorporate adult transition into goals 1-5 above; 7) to assist in job creation for disadvantaged youth; 8) to sponsor career-oriented student development activities; and 9) to establish a formalized mechanism for employers and educators to agree on appropriate career education and vocational education curricula.

Following discussion of Phase I findings related to each possible goal, the authors develop a series of decision matrices to arrive at recommendations regarding federal agency relationships with, and support of, collaborative councils. These possible relationships include: funding, regulating, technical assistance, and development of recommended criteria for financial and non-financial assistance.

Gray, Carl A. *Meeting a National Problem Through Local Action*. Durham, NC: Author, 1978. 34p.

Descriptors: Career Guidance Services; Collaborative Mechanisms; Cooperative Local Planning; Job Placement; Job Training

The author recommends formation of "Community Advisory Service Centers," organized by local employer, labor, education, government, and social agency leadership. The function of centers is to coordinate all education, training, and employment services available to individuals at the community level. The book is based on the author's experience as a manufacturer who, during the late Depression, World War II, and the late 1940s, organized a statewide effort which established these centers in over 150 Connecticut communities. Close coordination of trade school and industrial plant staff and facilities in conjunction with occupational guidance planning resulted from commitments by top-level local and state leaders to the "Gray Plan."

Gudenberg, Karl A. *On Developing Community Work-Education Councils*. Washington, D.C.: National Manpower Institute, 1976. 10p.

Descriptors: Collaborative Mechanisms; Community/Citizen Involvement; Cooperative Local Planning; Education-Work Councils

This paper represents the author's thoughts on the development of community work-education councils. A discussion of the prerequisites and steps in the development of councils includes: propitious community climate; optimum participation and representation of community interests; informal idea-swapping and bread-breaking; issue discernment and enumeration; forming an ad hoc working committee; goodwill building; goal formulation; building and sustaining commitment; establishing a formal work-education council; and ongoing issue discernment and goal formulation. This paper is not intended as a complete "how to" manual but rather as the author's observations of what seems to work, based on his experience with the National Manpower Institute's Work-Education Consortium councils.

Gudenberg, Karl A. *Toward a More Rational Education-Economic Development Connection in Rural America: The Collaborative Model*. Washington, D.C.: National Manpower Institute, Center for Education and Work, March 1980. 36p.

Descriptors: Collaborative Mechanisms; Community Organizations; Education-Work Councils; Rural Education; State-Local Linkages

This article argues that the transition problems of rural youth and adults are shaped significantly by economic conditions unique to rural areas. More varied education and economic development opportunities need to be brought about in rural America. Migration, technological innovation, lack of occupational diversity, increased agricultural productivity, and, most subtle, the effects of stable attitudes and modes of social interaction are all considered in their impacts on collaborative ventures. Alternative models of collaborative councils impacting on rural areas are described: local councils; state councils and networks; and national networks of rural collaborative councils. The concept of an "organizing nexus" for collaboration at each political level is analyzed with examples from current practice.

Community factors affecting collaborative approaches to rural economic development are described. Starting from the premise that rural economic development cannot occur without parallel human resource development, the author analyzes institutional linkage efforts in a context of economic well-being, socio-economic stratification, institutional development and infra-structure, competition and cooperation with the existing economic base, and balance between social values and economic needs. Factors related to the actual formation of effective collaborative councils are also discussed.

Hoyt, Kenneth B. Community Involvement in the Implementation of Career Education. Monographs on Career Education. Washington, D.C.: U.S. Department of Health, Education, and Welfare, September 1979. 29p.

Descriptors: Career Education; Collaborative Mechanisms; Community/Citizen Involvement; School/Community Cooperation

This monograph describes how a number of particular communities have responded to the idea that career education must be a community effort, not simply a school program. The examples touch on involvements by many varied groups: home and family, business/industry, organized labor, professionals, government agencies, and civic groups. Activities of community career education action councils and advisory committees are described in detail in one section of the monograph and used as examples in others.

The monograph is organized thematically: informing community members about career education; organizing for effective community involvement; community career education advisory bodies; activities for community involvement; and collaborative career education efforts. Examples of the involvements of local affiliates of national service organizations are included.

The section on career education advisory bodies emphasizes educators' need for "help, not just advice" from the broader community. Assuring accountability by sharing authority to make operational policies is stressed. The Office of Career Education position that career education councils be appointed by and accountable to local Boards of Education is noted, as is the recommendation that educators be a minority to the broader community's majority.

Descriptions of real-world council operation address issues of organization, membership, accountability, relationships, activities, and policy-making roles.

Hoyt, Kenneth B. The Concept of Collaboration in Career Education.
Monographs on Career Education. Washington, D.C.: U.S. GPO,
January 1978. 63p.

Descriptors: Career Education; Education-Work Councils; Private Sector; School/Community Cooperation; School/Industry Relationship

This monograph summarizes the thoughts, opinions, and experiences of participants in three seminars sponsored by USOE's Office of Career Education on the subject of collaboration in career education for grades K-12. After an explanation of "collaboration" in the introduction, expected learner benefits from collaborative career education are outlined, as well as advantages for both educators and the business/labor/industry community. Two major problems are then identified: the private sector's refusal to recognize and accept responsibility in career education and educators' refusal to allow the private sector to participate in operational policymaking. Suggestions are proposed for initiating a community collaborative career education effort and the major actions required: 1) securing commitment from top community leaders and the community in general; 2) motivating teachers to learn about and use community resources; 3) sustaining the collaborative effort through a community education/work council and a collaboration coordinator; 4) financing the council's operations and coordinator's position; and 5) obtaining policy support statements from leading business, labor, and industrial organizations. Brief descriptions are included of collaborative efforts already underway by eleven community-based organizations and fifteen local career education coordinators. (ERIC)

Illinois Office of Education, Department of Adult, Vocational, and Technical
Education. Illinois Career Education Journal--Classroom-Community:
A Partnership. Volume 35, Number 3, Winter 1978. 36p.

Descriptors: Career Education; Collaborative Mechanisms; Industry-Education-Labor Councils; School/Community Programs; School/Industry Relationship

The articles in this journal issue summarize a variety of collaborative mechanisms and efforts currently being undertaken in Illinois. Topics include the use of community resources; public service internships; career guidance centers; joint business, industry, and education workshops for teachers; and a description of the activities and products of the Tri-County Industry-Education-Labor Council (located in East Peoria).

Industry Education Council of California. First Annual Statewide Career
Education and Economic Awareness Conference, San Diego, CA: January 27-29,
1978. Cassette Tapes of Conference Presentations.

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Descriptors: Audio-Visuals; Career Education; Collaborative Mechanisms
Education-Work councils; Workshops

The California Conference on Career Education and Economic Awareness, whose sponsors included the Industry Education Council of California and the San Diego Industry-Education Council, was held to provide an opportunity for educators and business people to examine the work-education collaborative process. Participants learned what others have done collaboratively to ease the transition from school to work and how those efforts were started, from representatives of 42 cosponsoring organizations and a variety of speakers and presentations.

About 90 workshops offered were designed to share information on exemplary programs. Among the workshops of particular interest which were recorded on audio cassettes are the following: 1) "Building Community-Education Collaboratives -- The National Manpower Institute Approach," which discusses the philosophy of collaboration building and presents overviews on how to organize and implement local and state business-education collaboratives; 2) "Community-Education Collaboratives -- IECC Demonstrates How," which discusses the program thrusts of three local California industry education councils; and 3) "Community Careers Council -- Doing It Better By Collaborating," which provides an overview of efforts to introduce the collaborative process to Oakland, involving employers, labor representatives, and educators.

International Fraternity of Delta Sigma Pi and National Association of Manufacturers. A Student/Industry Plan of Action. Oxford, OH: Authors, 1972. 15p.

Descriptors: Business Leadership; Collaborative Mechanisms; Postsecondary
Education; Private Sector

The publication, now out of print, was developed by a Student/Industry Relations Task Force of the National Association of Manufacturers and Officials of Delta Sigma Pi, a major business fraternity. The action plan was designed to increase the amount of contact between students and business people with the specific purpose of developing joint community-level projects. The formation of Student/Industry Action Committees in every college community in the nation is advocated. These committees would be composed of students and business people who would jointly establish their own specific objectives, methods of operating, dialogue programs, and action-oriented projects. Possible topics and action projects are noted.

The three basic factors shaping the Task Force's analysis were: 1) some dialogue between students and business was taking place; 2) increased dialogue is essential but will not resolve problems; 3) a program sponsored by the Association must have great flexibility and be adaptable to local circumstances in relating large, medium, and small firms to the needs of a specific student body.

James, Donald H., and Mitchell, Clyde L. Resource Guide for Career Education Practitioners. North Dartmouth, MA: Center for Business Activity, Southeastern Massachusetts University, 1979. 151p.

Descriptors: Career Education; Collaborative Mechanisms; Community/Citizen Involvement; Handbook

This guide has clear introductory material on career education for the general reader and well-organized conceptual and descriptive chapters for the practitioner. Major section headings are: I. Introduction to Career Education; II. Career Education in the School Systems; III. Career Counseling Resources; IV. Community Involvement in Career Education; and V. Substate Regional Planning/Coordination. A bibliography is included. Part IV is especially targeted on collaborative councils, encompassing material initially developed by McClain and Sockol (1978) and Clark (1979), presented here concisely.

Jung, Steven M. Evaluating the Work-Education Consortium Project: An Overview of Issues and Options. Washington, D.C.: National Manpower Institute, 1977. 52p.

Descriptors: Education-Work Councils; Evaluation Criteria; Program Effectiveness

Building on the evaluation profession's increased sophistication developed over a decade of evaluating national social programs, the author provides a general evaluation framework for the National Manpower Institute's Work-Education Consortium Project. This framework includes discussion of: the project's "impact model", the functions of evaluation for ongoing program improvement and for final accountability to policy decision makers. The specific implications of this framework for evaluation of work-education councils are then identified and discussed. In addition, techniques of program documentation applicable to the project are provided.

McClain, Thomas W., and Sockol, Richard A. Community Education/Work Collaboration: A Massachusetts Perspective. Amherst, MA: Institute for Governmental Services, University of Massachusetts, 1978. 76p.

Descriptors: Collaborative Mechanisms; Community/Citizen Involvement; Education-Work Councils; Education-Work Transition; Handbook

This useful program guide on establishing community education/work (E/W) linkages presents a variety of program options which have been tested at twelve Massachusetts sites. These "linkages" are community collaborative councils in various stages of development and operating at differing levels of activity. Community E/W linkages are defined as arrangements among members of the community to facilitate the transition of young people between institutional education and whatever is to follow, e.g., work or further education. The content is presented in six chapters. The first one provides an introduction to E/W collaboration and explains how to contact the twelve Massachusetts E/W linkages for additional information. The second chapter on the change process discusses eleven factors to consider prior to implementing an E/W linkage. Ten steps are presented for establishing a linkage. Chapter 3 examines five major dimensions of E/W linkages: goals, program objectives, process, organizational structure, and community involvement. The interaction of these five dimensions and the effects of this interaction on these twelve Massachusetts linkages is analyzed in chapter 4. Also, factors to be considered prior to the initiation of a linkage are identified. The guide then continues with chapter 5 on exemplary programs in Massachusetts. The last chapter contains brief descriptions of the twelve Massachusetts E/W linkages. A bibliography of relevant publications and resources is appended. This guide is particularly useful for communities interested in establishing local education-work councils of their own.

Mendez, Louis G., Jr. "Progress Report: Industry-Education-Labor Relations, July 31, 1973 - July 31, 1974." Xeroxed. October 1974. 30p.

Descriptors: Collaborative Mechanisms; Federal-State Linkages; Industry-Education-Labor Councils; State-Local Linkages; State of the Art Review

This internal Office of Education report describes the activities of the Federal Coordinator for Industry-Education-Labor in working with national groups and DHEW regional staff during the subject year. Reduced funding of the Coordinator position and reduction of regional office staff in subsequent years make this report the most comprehensive description of Office of Education I-E-L Coordinator activities during the 1970s. The report reviews the activities of ten national organizations, ten DHEW regions, and 23 states with regard to I-E-L collaboration. The report clearly displays the breadth and variety of interests and approaches to I-E-L collaborative projects and councils which responded to the non-financial, non-programmatic I-E-L advocacy role of the Federal Coordinator.

Nance, Everette E. The Community Council: Its Organization and Function. Midland, MI: Pendell Publishing Co., 1975. 30p.

Descriptors: Collaborative Mechanisms; Community/Citizen Involvement; Handbook; School/Community Cooperation

This wide-ranging handbook offers stimulating ideas on council roles, organizatonal types, and methods of council implementation. The clear, concise text effectively links concern for values and assumptions about citizen participation to issues of membership, selection process, roles, and functions. The author uses community-school councils to advocate meaningful citizen participation in all areas of public decision-making. The basic warning: "Organizing a community council just because someone thinks it is a good idea is not solid planning." The author attempts to show how planning and sensitivity to community characteristics can result in a collaborative rather than a narrowly controlled council.

National Association for Industry-Education Cooperation (NAIEC). Community Based Career Education Advisory Councils...A Mechanism for Local Collaborative Efforts. Film, Buffalo, NY.

Descriptors: Advisory Committees; Audio-Visuals; Career Education; Collaborative Mechanisms; School/Community Cooperation

This film focuses on the procedures which should be followed in forming a Career Education Advisory Council. It describes key operational considerations, such as staffing, budget, administration, career education projects related to staff and curriculum development, career guidance, job placement services, career exploration, and program evaluation.

National Association for Industry-Education Cooperation. Industry-Education Councils: A Handbook. Buffalo, NY: Author, n.d. 30p.

Descriptors: Collaborative Mechanisms; Handbook; Industry-Education-Labor Councils; School/Industry Relationship

NAIEC's handbook "contains broad guidelines to assist professionals interested in increasing industry-education cooperation through an Industry-Education Council." The handbook focuses on community-level mechanisms to link the world of work to the classroom. The Handbook includes a brief discussion of the need for increased cooperation among schools, business, and industry; suggests that the industry-education council is the best structure to deal with this need; itemizes the initial steps to start a council; proposes several types of cooperative activities and identifies their broad goals and objectives; and provides examples of bylaws and statements of purpose used by existing councils.

National Child Labor Committee. Rite of Passage: The Crisis of Youth's Transition from School to Work. New York: Author, 1976. 46p.

Descriptors: Education-Work Councils; Education-Work Transition; Work Experience; Youth Unemployment.

In the mid-1960s, the National Child Labor Committee published Manpower Policies for Youth, a report which called for an overall, integrative comprehensive approach to the serious problems of youth unemployment. A decade later, the Committee undertook a short study in four phases consisting of a review of the literature and interviews with workforce experts to identify important issues and alternatives; an analysis of the data and opinions gathered and the preparation of a background paper; a critical analysis of that paper by a select panel of experts, and the preparation of a position paper on youth employment containing specific policy and programmatic recommendations for both short- and long-term policies. This report is the result of that study. In addition to discussion the magnitude of the youth unemployment problem, the report makes policy recommendations, including the creation of a permanent Presidential Youth Commission (PYC) and the formation of community education/work councils "on local and regional levels to serve as policy-makers, communications instruments, problem-solving forums, sites for articulation and resolution of grievances, and discussion groups for the classification and development of new objectives."

National Manpower Institute, Center for Education and Work, Work-Education Consortium. "How are Work-Education Councils Involved in Education-Related Activities?" Xeroxed. February 1979. 8p.

Descriptors: Cooperative Local Planning; Demonstration Programs; Education-Work Councils; Education-Work Transition; School/Community Programs

This paper summarizes the activities of the 33 local work-education councils supported through the Work-Education Consortium Project. The council activities are divided into five basic groups: 1) linkage promotion and communications; 2) community resource and labor market data-gathering; 3) inservice training for teachers and counselors; 4) direct services to teachers, counselors, and administrators; and 5) direct services to students and out-of-school youth. Examples of different council activities are presented for each of these five areas.

National Manpower Institute, ed. Technical Assistance Products from Twenty Collaborative Efforts. Washington, D.C.: Author. Xeroxed.

Descriptors: Collaborative Mechanisms; Education-Work Councils; Industry-Education-Labor Councils; Technical Assistance

Alma, Michigan, Mid-Michigan Community Action Council: "A Six Year Case Study." This is a report on how this rural council has been able to involve more than 800 community residents as volunteers in its activities.

Bethel, Maine, Bethel Area Community Education-Work Council: "Education to Work Transition in Rural Communities: The Ties to Community Economic Development." This report deals with the Bethel Council's experiences and lessons learned in working to increase the number of productive employment opportunities for those young people wishing to make the transition from school to work without leaving the area in which they have grown up.

Buffalo, New York, Niagara Frontier Industry-Education Council: "Forming and Activating a Community Work-Education Council: Strategies, Tactics Skills." This paper discusses the make-up of a community work-education council, including its roots, staffing and membership, goals, major programs, and future directions.

California State, Industry Education Council of California: "Why a State Level Education-To-Work Council?" What happens at the community level --if it is successful--has a lot to do with what is going on at the state and national levels, and vice versa. This report gives the rationale for coordination among local, state, and national school-to-work efforts, and relates IECC's own experiences and lessons.

Charleston, South Carolina, Charleston Trident Work-Education Council: "Forming and Activating a Community Work-Education Council." This report examines the special considerations and unique problems associated with forming a local collaborative council.

Chicago Heights, Illinois, Work-Education Council of the South Suburbs: "Relationships of Postsecondary Educational Institutions and Work-Education Councils." This paper describes the cooperative and collaborative efforts of the Chicago Heights council with postsecondary educational institutions. Proposed collaborative activities as well as examples of such activities that occurred in this community are included.

East Peoria, Illinois, Tri-County Industry-Education-Labor Council: "Success Through Collaboration." This report recounts the history, need for, and success of this collaborative council in central Illinois and identifies some of the positive effects such work-education councils can have in other communities.

Erie, Pennsylvania, Education-Work Council of Erie City and County: "The Process Model of Community Councils: Some Important Considerations for the Developing Organization." Local councils that provide direct services or operate programs are described as "program" oriented, and those concerned exclusively with policy, planning, and facilitation are termed "process" oriented. This paper shares general observations about a number of key developmental considerations that seem common to the process oriented approach.

Jamestown, New York, Labor-Management Committee of the Jamestown Area: "The Jamestown Experience." This paper relates the story of the Jamestown Council's involvement in work-education activities, and the particular strategy that evolved as a result of working with a labor-management support base. It illuminates some of the advantages as well as difficulties involved in attempting to meld the labor-management committee and work-education council concept into a single approach.

Lexington, Kentucky, Lexington Education-Work Council: "The First Two Years: Building Community Collaboration." Part I of this report deals with building an education-work council, and relates some early programs and lessons of the Lexington Council. Part II deals with the Council's continuation, its development, visibility in the community, evolved goals, and further collaborative processes and programs.

Mesa, Arizona, Mesa Work-Education Committee: "Community Collaboration and a Youth Agencies' Spring Conference." This report concerns the delay that the council experienced in getting an important project underway and the complications caused by the delay, and offers an alternative approach to preventing the delay experienced in Mesa from happening to other newly-formed work-education councils. It also shows how planning the Youth Agencies' Spring Conference achieved positive community collaboration and how such an effort can be effectively replicated in other communities.

New York, New York, Association of Business, Labor and Education (ABLE): "Creating a Forum for Youth and Employment Issues." New York City, because of its size, diversity, and economic make-up, has complex problems requiring special communication systems and coordination of services for youth. This report is about the building of collaborative efforts in New York City.

Oakland, California, Community Careers Council: "The Clearinghouse--Oakland's Multi-Level Linkage System for Education-to-Work Activities." This report explains the "what," "why," and "how" of a successful community clearinghouse for youth, adults, educators, agencies, and employers.

Philadelphia, Pennyslvania, Education to Work Council of Philadelphia: "Education to Work Council Relations with a CETA Prime Sponsor." This paper outlines key issues in this council's relationship with its prime sponsor, and the council's strategy in developing the relationship; suggests possible arenas of CETA/council collaboration; and discusses advantages of and hazards inherent to such a relationship.

Plymouth, Michigan, Work-Education Council of Southeastern Michigan: "How to Start a Council and Survive." This paper outlines the steps this council took to get started, and how it progressed to its current stage and wide-reaching reputation.

Portland, Oregon, Greater Portland Work-Education Council: "Involving Community Leaders in Work-Education Collaboration: Institutional Interests and Incentives." This paper discusses some of the institutional and individual benefits resulting from association with an education-work council and discusses ways in which councils can interest community members in becoming involved.

Seattle, Washington, Puget Sound Work-Education Council: "Education to Work Transition Model: A Private Sector Initiative." This report relates the development, organization, and programs of a non-profit corporation, Private Sector Initiatives (PSI), concerned with the growth and welfare of all western Washington State communities. The Puget Sound Work-Education Council is a formal entity of PSI.

Sioux Falls, South Dakota, Sioux Falls Area Education-Work Council: "A Shadow Work Experience Program." This paper lists the benefits of a shadow work experience program and details the Sioux Falls council's program design, management and logistics, and evaluation process.

Wheeling, West Virginia, Education-Work Council of the Upper Ohio Valley: "Utilization of Project Based Task Forces for the Purpose of Developing and Implementing Youth Transition Programs." This report provides a director's insight into the education-work council's experience with project-based task force committees as a means of developing and implementing youth transition programs. The purpose is to state objectively what the council has done with the task force committee concept and provide some analysis.

Worcester, Massachusetts, Worcester Area Career Education Consortium: "Development of a Community Resource Clearinghouse." This paper describes the developmental stages of the Community Resource Clearinghouse and the benefits accrued to the council through its operation.

National Manpower Institute. The Work-Education Consortium: An Inventory of Projects in Progress. Washington, D.C.: Author, April 1978. 79p.

Descriptors: Case Studies; Education-Work Councils; Education-Work Transition; Information Dissemination; State-Local Linkages

This document contains summaries of activities sponsored or conducted by local collaborative councils through the Work-Education Consortium Project. It is designed to provide a representative overview of the range of activities underway locally as a result of the project; to act as a sourcebook of project and process ideas both for the participating communities and for other communities interested in improving school-to-work transition options for their own youth; to encourage communication between these groups on the basis of interest generated by the information provided here; and to illustrate the effectiveness of the collaborative approach in initiating and implementing positive change at the local level. The examples included in this report are drawn from 33 communities participating in the Work-Education Consortium Project.

The summaries are grouped into ten issue area/process categories: engaging community resources for youth; opportunities for work and service experience; employment awareness skills development; occupational information and job placement services; exposure to business, industry, and labor for educators; council involvement in CETA/YEDPA activities; assessing the local youth transition and employment situation; council goal development and priority setting; awareness building and information dissemination; and special interest projects. An index to council activities by community and a list of the Work-Education Consortium communities are also included.

National School Boards Association (NSBA). NSBA REPORTS: The Partnership In Career Education. Film. Tarzana, CA.

Descriptors: Audio-Visuals; Career Education; Collaborative Mechanisms; School/Community Cooperation; School/Community Programs

This film was developed to answer the questions viewers of NSBA's series of four films, A School Board Debates: Career Education, raised regarding how to accomplish collaborative efforts between the schools and the community. It tells the story of what a network reporter discovered about career education in the NSBA "model" community of Springfield. The film describes how the Board of Education in Springfield entered into a "partnership relationship" with its surrounding community in order to provide its students with a more complete educational experience--one that included learning about the world of work and the economic realities of their community and society. By creating a "Community Career Education Action Council" (CCEAC) to identify resources and coordinate the partnership activities, the school district and the business/industry/labor/government/professional/social organizations all worked together to give their students what the Community Career Education Coordinator calls "the best learning laboratory in the world--their own community!"

Pierce, Lawrence C. "School-Based Management." Xeroxed. University of Oregon, July 1978. 50p.

Descriptors: Collaborative Mechanisms; Community/Citizen Involvement; Cooperative Local Planning; Educational Policy; School/Community Programs

This paper, prepared for the National Committee for Citizens in Education, reviews historical roots and the recent development of concepts related to the design and implementation of school-based (or "school site") management plans. School site councils have important decision-making and resource allocation responsibilities under these plans. School-based management means that the school replaces the central district office as the basic unit of educational management. State education agencies, district school boards, district superintendents, and central district staff share their decision-making powers with principals, teachers, parents, and students. Statewide school-based management programs in Florida and California are described. Various questions regarding administrative feasibility, efficiency, equal educational opportunity, and centralization and decentralization are discussed.

Issues discussed as relevant to school-based management programs are decision-making; decentralized administration; authority relationships; organizational changes at district, local, and state levels; impact on collective bargaining; impact on teachers, principals, and citizen participation; information systems; and performance standards. Roles and interests of employers and workers and other non-school, non-parent sectors are not mentioned, but the discussion of organizational aspects of school site councils, with their sharing of authority among parent and school representatives, is applicable to collaborative councils generally.

Prager, Audrey, and Goldberg, Judith. Education and Work Councils: Progress and Problems. Cambridge, MA: Abt Associates, March 1980. 112p.

Descriptors: Collaborative Mechanisms; Education-Work Councils: Evaluation Criteria; State of the Art Review

This report on the first phase of an evaluation of councils in the National Work-Education Consortium Project reflects data gathered on 12 of the 31 local collaborative councils participating in that demonstration project. The first phase research was designed to answer two questions. First, is collaboration possible? Second, when collaboration occurs, does it tend to cause changes in schools, in the workplace, and in linkages that, presumably, will have desirable consequences? The study uses a five-stage impact model linking exogenous variables to council characteristics to council activities to institutional change eventually impacting on youth and other groups. Collaborative efforts are placed in a conceptual context of selected organizational theories, findings on federal government program implementation, local citizen participation, and voluntarism.

Three generalized types of councils are derived from examination of council goals, membership, staff functioning, organizational relationships, activities, and funding patterns. These three types are described as: 1) councils which facilitate, coordinate, or stimulate activities (by means of needs assessments, information clearinghouses, proposal initiation, problem analysis, building contact networks) conducted by other organizations and groups; 2) councils which intermittently conduct service delivery activities (e.g. seminars, workshops, conferences) in addition to facilitative and catalytic functions; and 3) councils which implement and manage programs on an on-going basis using contracts and other special purpose funding. The staff and budget requirements are progressively larger for each type of council. Each type of council may be appropriate depending on local community characteristics.

Quie, Albert H. "Education, Work and the Community--An ASTD Challenge." Training and Development Journal 31:6 (June 1977): 3-8.

Descriptors: Advisory Committees; Career Education; Industry-Education-Labor Councils; School/Community Cooperation; Vocational Education

Published when the author was ranking Republican on the House Education and Labor Committee, this article stresses the common interests of career and vocational education with other education and employment programs. It focuses attention on "one genuine crisis," the numbers of young people graduating from and leaving school "without a sufficient grasp of basic academic skills, or of vocational skills...to be employable, or more than just marginally employable." The author urges private and public sector training personnel to provide work experience sites for schools and to "do more than offer to cooperate" and volunteer individual assistance. "A business, labor, education community council active in every school district in the country" is advocated to focus community attention on a fundamental problem and re-establish the meaning of "community" as more than offices and services. Vocational advisory committees are discussed as precedent for such community councils. "What is new is the scope of the effort we are talking about," affecting basic education, "turf" issues, and school-community relationships.

Ringers, Joseph, Jr. Creating Interagency Projects. Charlottesville, VA: Community Collaborators, 1977. 56p.

Descriptors: Collaborative Mechanisms; Community/Citizen Involvement; Cooperative Local Planning; Handbook; School/Community Cooperation

This eight-chapter handbook leads the reader from basic concepts of community-level interagency projects through consideration of leadership, project strategy, working with bureaucracies and power structures, and problem-solving to the creation of new linkages, projects, and community groups. The booklet is directed toward readers involved in community education, continuing education, and community development. Putting available school facilities to new uses is the focal point for the discussion. The bulk of the text deals with the general process of organizing local groups around issues which affect diverse institutional, financial, and political interests.

Rosaler, Jean. How to Make the Best School Site Council in the World: A Guidebook for School Improvement Councils and Other School-Community Groups. Sacramento, CA: California State Department of Education, 1979. 128p.

Descriptors: Collaborative Mechanisms; Handbook; Program Coordination; School/Community Programs

This guidebook is for those involved in a School Site Council (SSC), or about to become involved. It is a comprehensive, practical guide designed to help get SSCs started and gives useful suggestions for solving problems that are bound to be encountered along the way. This book is a guide and helper, not a step-by-step recipe for "how to do it," and is divided into five parts, each of which addresses a different stage of a council's life. "Part 1: Bringing the right people together" is for a school that has no council or committee, and presents some issues associated with selecting council members. "Part 2: Getting organized" is for the school that has selected its council members, but hasn't yet met, or has met only once or twice, and focuses on what SSCs do, and how to get off to a good start. "Part 3: Planning" and "Part 4: Carrying on" are for councils that are meeting regularly. Part 3 includes some beginning planning basics: an overview of what planning is; how to organize for planning; and different ways to collect and report information. Part 4 discusses how to maintain council members' involvement. "Part 5: The resource file" is for councils of all stages of development and includes recommendations on a group of materials that might be of help to teachers, parents, students, and administrators.

Rudick, Lois, ed. Work-Education Councils: Profiles of Collaborative Efforts. Washington, D.C.: National Manpower Institute, 1979. 187p.

Descriptors: Case Studies; Education-Work Councils; Education-Work Transition; Information Dissemination; State-Local Linkages

Work-Education Consortium councils, located in 20 states and in Puerto Rico, represent statewide, urban, surburban, and rural communities. Because each community has its own set of concerns and resources, each council's structure is a unique response to a particular set of circumstances. However, two elements are basic to the concept and definition of work-education councils: they all address the issue of youth's transition from education to employment; and they all work in a collaborative manner involving community people representing education, business and industry, government, social services, labor, professions, parents, and youth.

These profiles of 29 councils update the 1977 publication, Work-Education Councils: Profiles of 21 Collaborative Efforts, published during the councils' first year of Department of Labor funding. The profiles describe how the councils developed; how they are organized; how their leadership is structured; their goals and objectives; current activities, accomplishments, and contributions; local linkages; and supporting institutions. Characteristics and relevant statistics of the communities in which the councils are located are included, along with information for contacting each council.

Rural Councils of the National Work-Education Consortium and the Center for Education and Work, National Manpower Institute. A Charter for Improved Rural Youth Transition. Washington, D.C.: National Manpower Institute, July 1978. 74p.

Descriptors: Education-Work Councils; Education-Work Transition; Rural Education; Youth Unemployment

This Charter is the outgrowth of a Conference on Work-Education Councils and Rural Conditions held in 1977. The purpose of the conference was to provide the eight rural member councils of the National Manpower Institute's Work-Education Consortium an opportunity to define the rural perspective on the education-work transition and to discuss ways of addressing the problems unique to rural conditions, values, and customs. The Charter is intended to serve three major purposes: 1) provide expression for rural Consortium members' concerns, priorities, and needs; 2) provide guidance to rural communities interested in addressing youth transition issues; and 3) inform agencies and institutions at the state, regional, and federal levels about these rural efforts and provide suggestions for their cooperation and assistance.

The Charter contains a section on the characteristics of youth transition in rural America and ten propositions for improving that transition through collaborative efforts. Each proposition is accompanied by a background description of the circumstances that make its implementation important and by recommendations for several action initiatives which represent a variety of ways by which the proposition can be implemented.

Sockol, Richard A., and McClain, Thomas W. School/Business Partnerships: A Practitioner's Guide, Amherst, MA: Institute for Governmental Services, University of Massachusetts, June 1978. 41p.

Descriptors: Education-Work Councils; Education-Work Transition; Handbook; School/Industry Relationship

This guide has been prepared to give the reader an understanding of the processes used and the programs developed for the Boston School/Business Partnership program. These school/business partnerships, established by the Tri-Lateral Council for Quality Education, Inc., a collaborative council in Boston, emphasize the one-to-one relationship of a major company (or government agency) and a local high school. To date, 21 business firms are linked with a wide diversity of involvement. More specifically, the guide discussed the steps and procedures used in establishing partnerships; examines the characteristics, responsibilities, and authority of school and business coordinators within partnership institutions; explores a possible support/communication system for partnership members; and describes several exemplary programs.

Stern, Barry E. Toward a Federal Policy on Education and Work. Washington, D.C.: U.S. Department of Health, Education, and Welfare, March 1977. 146p.

Descriptors: Collaborative Mechanisms; Education-Work Councils; Education-Work Transition; Educational Policy; State of the Art Review

Dealing with the relatioship between education and work as a major theme in contemporary American education, this monograph examines impacts of that relationship on youth and adults and suggests the direction for future federal policy. Also, it suggests needs for research data and analysis contributing to more refined policy formulation. Special attention is paid to three assumptions underlying policy discussions: 1) that more experiential education will increase student awareness of and involvements with work; 2) that community groups, especially business and labor, should take greater responsibility, in collaboration with schools, for the education of the young; and 3) that employers and workers could learn from their involvements with education how to resolve problems of production and quality of life in workplace conditions.

Discussing federal policy options, the author addresses forms of federal assistance to build local capacity to integrate diverse programmatic activities. The then recently initiated federal demonstration of local education and work councils is described as an inexpensive policy option impacting on youth knowledge of and access to work experience opportunities; youth knowledge of the nature and requirements of occupations, training opportunities, and employment prospects; and coordinated community planning of placement services for youth.

Task Force on Education and Employment, National Academy of Education. Education for Employment: Knowledge for Action. Washington, D.C.: Acropolis Books, 1979. 274p.

Descriptors: Education-Work Councils; Education-Work Transition; Educational Policy; State of the Art Review; Youth Unemployment

This book reviews the state of knowledge about education and work relationships in a number of key areas including: labor market conditions; youth transition; consequences of schooling; work-education programs; career guidance; adult learning needs; employment and training programs; and occupational licensure. The Task Force also makes recommendations to broad interest groups: students, parents, and the general public, and researchers. In each subject area, principal conceptual and evaluation studies are briefly analyzed.

In its recommendations to employers and employee organizations, the Task Force stresses the overlapping interests of schools and employment institutions. It urges these groups to work together in articulating their respective needs and developing mutual projects and programs appropriate to those needs. The Task Force recommends that employers and employee organizations work closely with educators through Community Education-Work Councils and with employment and training officials to assist in developing job opportunities and carefully designed work-education learning programs. The need for community-based career guidance and placement systems is stressed in recommendations to students, parents, and the public.

Taylor, Frederick A. "Youth Access to Private-Sector Jobs." In A Review of Youth Employment Problems, Programs, and Policies. Volume 3, Program Experience. Washington, D.C.: The Vice President's Task Force on Youth Employment, January 1980. 24p.

Descriptors: Collaborative Mechanisms; Education-Work Transition; Job Placement; Job Training; Private Sector

The author relates the goals and undertakings of the Metropolitan Cleveland Job Council over the past ten years. The Council is a private, non-profit corporation affiliated with the National Alliance of Business and the Greater Cleveland Growth Association. The Council's goal is to provide the local manpower system with a service that bridges the gap between policy and program and between government and local business. The Council's role is to find employers who are willing to get involved by making available not just jobs, but also their technical and financial resources.

Taylor identifies the Council's strength in its relationship with private sector organizations in both the business and labor communities, with their active participation in the design and implementation of specific projects. The Council has also established close working relationships with other organizations involved in the delivery of manpower services, particularly those working directly with youth. Their approach to industry is the "bottom-up" approach to selling services, which means one-on-one contact. The goal is to sell the client on the quality of services rendered. The program encompasses both in-school and out-of-school services: orientation to the world of work; remedial education and pre-employment skills training; job development and placement; and general supportive services to strengthen the overall system.

The Job Council model includes the following: 1) on-the-job training; 2) special projects department which concentrates on the development of classroom and coupled training programs that attack skill shortages; 3) youth department which includes a career guidance institute, a speakers' bureau, a vocational exploration program, a Skill Training Improvement Program, and other activities. To date, the Council's best experience has been with private, for-profit institutions. Taylor concludes that there are definite limitations on the ability to shape the individual to meet specific employer demands and, therefore, emphasis must be placed on the development of high quality services and organizations that are capable of carrying out the plan.

Tri-Lateral Council for Quality Education. Statement of Direction. Boston, MA: Author, February 1980. 320p.

Descriptors: Business Leadership; Collaborative Mechanisms; Education-Work Councils; Evaluation Criteria; School/Industry Relationship

This report establishes future direction for the activities of the Tri-Lateral Council for Quality Education. The Council's five-year experience was considered in arriving at conclusions and recommendations, as were the dynamics of the environment in which the Boston School System operates in its partnership with the Tri-Lateral Council--demographics, organization, the economy of Boston, variables of public funding, and the priorities of the participants. The report is intended to serve as the base line direction for modifying and improving existing programs, as well as initiating new ones in keeping with the mutual priorities and capabilities of the partners.

The report contains six sections: council history; mission-objectives; evaluation of effectiveness; council funding; conclusions; recommendations. Emphasis is placed on the need for a regularly scheduled planning process through which the business community and the school system and other community institutions will develop specific objectives and responsibilities. The areas of principal responsibility for the Council are identified as assisting the schools to upgrade teacher skills, develop curriculum, improve school management systems, and build closer collaboration with manpower planning agencies.

Tuttle, Francis T., and Wall, James E. Revitalizing Communities Through Industry-Services Programs. Critical Issues Series, No. 2. Arlington, VA.: The American Vocational Association, 1979. 32p.

Descriptors: Case Studies; Program Coordination; School/Industry Relationship; State-Local Linkages; Vocational Education

Industry-services coordinator positions in state and local education agencies, with a mission of assisting economic development efforts, are the collaborative mechanism presented here. Included are two case "stories" of industry-services coordinator programs initiated by state vocational-technical education departments in Mississippi and Oklahoma. Clearly written and presented, this booklet addresses purposes, program development, building contacts with industry, coordinator skills and training, resources, evaluation, and related issues. The "stories" are formatted to serve as effective mini-handbooks.

The Mississippi section emphasizes three major purposes of a comprehensive industry service program: job creation, job training, and job placement. Concise guidance on effective techniques for statewide and local coordination is contained in sections on establishing industry contacts, developing commitments, identifying training needs, acquiring resources, and leadership development.

The Oklahoma section emphasizes the advantages of statewide coordination, particularly for start-up training, to provide an initial labor force for new or expanding industry, and the role of the State Department of Vocational and Technical Education in collaborating with other state agencies, private employers, and local community officials and groups.

Ungerer, Richard, and King, Christianne. "Involving All the Community." Synergist (Winter 1980): 37-39.

Descriptors: Community/Citizen Involvement; Education-Work Councils; Service-Learning Programs; Work Experience

Focusing on councils' potential to expand service-learning programs, this article discusses the primary functions of the collaborative work-education councils in the National Manpower Institute's Work-Education Consortium Project and highlights a few of the councils' activities. The article offers three basic reasons why councils can greatly enhance service-learning programs: 1) they place at the educator's disposal experience and technical know-how in collaborating with segments of the community with which educators may have had little or no contact; 2) multi-sector collaboration permits students to participate in more service-learning experiences; and 3) ties between councils and educationally-based programs encourage the involvement of a broader range of community sectors in service-learning as one of the ways to work for a better education-work transition. The article then discusses four basic functions of education-work councils: 1) research and promotion; 2) brokering and technical assistance services; 3) reducing barriers to work and service programs; and 4) expanding and brokering funding sources. In addition, the article also provides to interested readers some general information on the "mechanics" of forming an education-work council.

United Community Services of Metropolitan Detroit (UCS). Youth Unemployment-A Systems Change Project. Summary Report. Detroit, MI: Author, September 1978. 75p.

Descriptors: Collaborative Mechanisms; Education-Work Transition; School/Community Programs; State-Local Linkages; Youth Unemployment

This report summarizes a study of the nature, extent, and causes of youth unemployment in the Detroit tri-county area, with particular attention being given to those forces in that community that, if effectively coordinated and committed, could have a substantial impact on resolving the problem. UCS believes that jobs for youth do exist but remain unfilled due to a shortage of qualified applicants.

This study analyzed vocational education systems, career education, the extent and nature of youth unemployment, cooperative programs involving schools and the world of work, and the availability of jobs for youth now and in the future. To carry out the work, a task force was established of 47 individuals representing business and industry, local school systems, the Michigan Department of Education and Labor, the Michigan Employment and Security Commission, other state and local government agencies, organized labor, social and community groups, and parents. The committee developed a series of recommendations to ameliorate the problems under the following headings: 1) youth unemployment; 2) occupational trends and occupational information; 3) career education; 4) tri-county vocational education systems; and 5) linkages.

In regard to linkages, the report calls for "linkages between educational institutions and community resources...on a systematic and comprehensive basis." Functions of such a mechanism are discussed, as well as the roles of linking agents (from education, CETA, and the public/private sector). Examples of existing local linkage mechanisms are provided, but the report calls for "more in-depth study of linkages...in order to realistically assess linkage needs."

U.S. Department of Health, Education, and Welfare. Industry/Education Community Councils: NIE Papers in Education and Work. Washington, D.C.: National Institute of Education, December 1977. 135p.

Descriptors: Career Education; Education-Work Transition; Education-Work Councils; Experimental Programs; School/Industry Relationship

A compilation of three papers commissioned by the National Institute of Education, this study discusses the use of community education and work councils (CEWCs) as ways to improve school-to-work and work-to-school transitions for youth and adults. The first paper 1) elaborates the idea of councils composed of business, industry, education, labor, and other key community personnel and institutions; 2) discusses the evolving CEWC effort; 3) describes the operational criteria used to identify collaborative processes for inclusion in the DOL/NMI (Departments of Commerce and Labor/National Manpower Institute) Community Work-Education Consortium pilot program effort; and 4) hypothesizes the outcomes expected from Council-type collaborative processes and specifies information requirements for testing the hypotheses. The second paper analyzes the implications of the developmental characteristics of youth for CEWCs and the career education (CE) programs councils sponsor; questions selected career education assumptions about youth (e.g., high unemployment and inadequate work-socialization), and discusses the implications for CEWCs and CE programs affecting youth school-to-work transitions. The third paper identifies the crucial issues pertaining to establishment of CEWCs, establishes categories of past and current efforts in improving school-to-work transitions, presents outcomes and problems associated with each type of council, and discusses the major ideas and assumptions underlying the establishment of CEWCs. (ERIC)

U.S. Department of Health, Education, and Welfare, Office of Education, Office of Career Education. Increasing Collaborative Efforts in Career Education, K-12. A Series of On-Site Mini-Conferences, Phase II Final Report. Washington, D.C.: InterAmerica Research Associates, December 1978. 436p.

Descriptors: Career Education; Collaborative Mechanisms; School/Community Cooperation; School/Industry Relationship

The proceedings at fifteen career education site visits are detailed in this Phase II final report. Notes from these visits cover such programs as career education centers, school system-based programs, and education-work councils. Several site-visit purposes are examined: [illegible] mutual education process; tying together of national and local processes; network development for community-based education; and inputs to the U.S. Office of Career Education, in general, and to a policy statement on collaboration, specifically. Each site visit description contains a program presentation, participant reports, a conference discussion, participant recommendations, conference agenda, and a list of participants. Site visits at the following locations are described: Chicago Heights, Illinois; Livonia, Michigan; Mesa, Arizona; Denver, Colorado; New York, New York; Akron, Ohio; Louisville, Kentucky; Miami (Dade County), Florida; St. Petersburg, Florida; Worcester, Massachusetts; Upper Arlington, Ohio; Portland, Oregon; Salt Lake City, Utah; Alma, Michigan; and Philadelphia, Pennsylvania.(ERIC)

U.S. Department of Health, Education, and Welfare, U.S. Office of Education, Office of Career Education. It's Working...Collaboration in Career Education. Washington, D.C.: U.S. GPO, March 1979. 148p.

Descriptors: Career Education; Collaborative Mechanisms; Demonstration Projects; Education-Work Councils; Handbook

Though it is often difficult to implement, collaboration between educators and community persons is one of the fundamental concepts of career education. This book, prepared under the aegis of the Office of Career Education, describes the activities of a demonstration project conducted in the summer of 1977 in which educators in four communities with established education-work councils participated in training sessions designed to improve their attitudes toward collaboration and to increase their collaborative activities. The four sites that participated in the demonstration were: Mesa, Arizona; Oxford, Massachusetts; Livonia, Michigan; and Portland, Oregon. Four reasons are cited for the usefulness of these activities: 1) they work; 2) community persons were completely involved in all phases of the activities--from initial design to development; 3) the generalized activity models can be replicated in other communities; and 4) the activities are inexpensive--they are cost-effective.

The activities in this book are divided into two groups: staff training activities and student activities. For each activity, information is provided on the purpose of the activity, useful tips in facilitating the activity, needed materials, any evaluation of the activity, cost, and the name and address of a contact person.

U.S. Department of Labor, Employment and Training Administration. The New Business Look in Employment and Training Programs. Washington, D.C.: Author, July 1979. 57p.

Descriptors: CETA-Private Sector Coordination; Collaborative Mechanisms; Education-Work Councils; Federal Legislation; Handbook

This handbook is intended to inform local communities, especially the private sector, of ways to join federally-sponsored employment and training programs with the private employment market, through the Private Industry Council (PIC). The handbook is designed to provide broad guidance in the establishment and operation of the PIC and is organized as follows: after a brief description of CETA and the Private Sector Initiative Program, details are provided regarding creating a PIC, membership, structure and composition, appointment of the PIC, staffing, PIC role, functions, by-laws, and subcommittees. The last section describes PIC operations, including the Title VII plan, development of new programs, and technical assistance. An appendix provides historical background on employment and training programs and includes Title VII regulations. The handbook urges communities interested in forming PICs to work with existing councils, including community work-education councils, which "may be modified or adapted to meet PIC membership requirements and to assume PIC functions."

U.S. Department of Labor, Employment and Training Administration, Office of Youth Programs. Work-Education Councils and the Possibilities for Collaborative Efforts Under YEDPA. Washington, D.C.: Author, May 1978. 22p.

Descriptors: Education-Work Councils; Education-Work Transition; Government/Private Sector Relationship; Program Coordination; Technical Assistance

The purpose of this document is to acquaint prime sponsors with the experences of a network of communities involved in the Work-Education Consortium, composed of over 30 local and state councils that were formed to improve the relationships between the institutions of education and work in their areas. The experiences of the Consortium communities provide useful lessons in how communities can initiate similar councils or undertake similar collaborative efforts related to youth programs. The report provides background information on the school-to-work transition, a brief summary of collaborative experiences and council activities in Consortium communities, examples of the ways in which CETA participation in a collaborative council can assist the prime sponsor in broadening the program's capability to meet the varied needs of the CETA population, and a description of the technical assistance services pertaining to education-work councils available from the National Manpower Institute's Information Exchange. An appendix containing examples of collaborative experiences and activities in Consortium communities is included, together with a list of the Work-Education Consortium Councils.

Wirtz, Willard. Community Education Work Councils. Occasional Paper No. 17. Columbus, OH: The Center for Vocational Education, 1976. 9p.

Descriptors: Community/Citizen Involvement; Education-Work Councils; Education-Work Transition; Vocational Education; Youth Unemployment

The author advocates broadening the base of vocational education to include local industry and community involvement in its planning and implementation. He stresses the need to focus on measures of human development as a source of economic wealth as well as the traditional Keynesian approach of the conversion of material resources into goods and services. The author proposes that "one conceivable form of new pluralistic institutionalism in the education-work area" would be the establishment at the local community level of Community Education Work Councils. These councils would include representatives of the schools at all levels, employers and labor unions, service organizations, the media, and the public at large, particularly youth. Possible activities of such councils might include establishing an adequate career guidance and counseling program, developing a community opportunity inventory, or "brokering" the various work-study and cooperative education programs. The need for such councils "is commended by three increasing imperatives: to meet what will be a constantly worsening youth unemployment problem unless we can develop an 'economics as if people mattered'; to channel constructively the emergent force of increased citizen involvement in community affairs; and to exploit the possibilities that lie in making the human experience a continuing opportunity for both learning and working."

Wirtz, Willard, and the National Manpower Institute. The Boundless Resource: A Prospectus for an Education/Work Policy. Washington, D.C.: The New Republic Book Company, Inc., 1975. 205p.

Descriptors: Career Guidance Services; Education-Work Councils; Education-Work Transition; Work Experience; Youth Unemployment

This book examines the education and work patterns that have locked Americans into the timetraps of "youth for education, adulthood for work, and old age for nothing." It is the result of a two-year study which grew out of the concern that education and work have been "distinctly separate developments controlled by independent institutional sovereignties, with the consequence that in most people's lives learning and earning pass as totally isolated chapters." The book argues for a comprehensive education-work policy, a practical program for public and private action, based on the central doctrine of the value of collaborative efforts. The first section addresses youth employment and unemployment, career education and work experience, guidance, counseling, and placement and develops the proposal for community education-work councils. The second section, "The Career Years," explores attitudes toward work, reviews the history of adult education, and makes recommendations that would keep education options open to adults throughout the working years and on into retirement. For both young people and adults, it is recommended that present barriers that prevent people from moving freely between the worlds of work and education be examined and changed in order to offer "a lifetime continuum of education and work opportunities." The final section is a direct and pragmatic approach to the processes envisioned; costs are carefully considered; a new approach to measuring what we do is recommended; and finally, a time frame is set forth for the specific recommendations with which the book concludes.

Wright, Donald L., and Taylor, Teresa E. School-Community Linkage Agencies: A National Guide. Salt Lake City, UT: BICEP, 1978. 217p.

Descriptors: Career Education; Collaborative Mechanisms; Handbook; Information Dissemination; School/Community Programs

This reference guide is a broad-brush attempt to profile school-community linking agencies working in the area of career education. One-page profiles of 198 programs and projects are provided. Information representing the early 1978 status of these activities is collected in 25 items including program identifiers, activity categories, numbers of teachers and students, agencies involved, funding sources, methods of stimulating teacher involvement, public awareness methods, changes anticipated, and others. Programs are arranged by state and community without indexing. Most agencies included in the guide are either public school career education programs or community collaborative councils.

II.

THE CONCEPTS AND CONTEXTS OF COLLABORATION

Abt, Clark C. "Public Education and Industrial Training in the 1980's." Paper prepared for the National Institute of Education, Cambridge, MA: Abt Associates, June 20, 1979. 23p.

Descriptors: Collaborative Mechanisms; Educational Policy; Program Effectiveness; School/Industry Relationship; Vocational Education

This paper specifies the trends in the major known relationships between public secondary education and industrial training in the late 1970s in the United States, the forces acting on them, and current interactions between education and employment. These trends and forces are then used to make a forecast of the likely relationships between public education and industrial training in the 1980s. Recommended alternative strategies consistent with future economic, technological, cultural, and political contexts are then derived for improving linkages, coordination, and the desired outputs of the combined vocational education and industrial training system of the United States in the 1980s. Sections of the paper dealing with collaborative councils are based on Jastrab and Peter's 1979 study of relationships in two states between vocational educators and employers, particularly on local vocational education advisory councils. Abt extrapolates from findings regarding these advisory council experiences to assertions regarding the unlikelihood of significant accomplishments by collaborative councils involving the same sectors.

AFL-CIO. Report of the AFL-CIO Executive Council, Thirteenth Convention. Washington, D.C.: Author, November 15, 1979. 376p.

Descriptors: CETA-Labor Coordination; Educational Policy; Employment and Training Programs; Organized Labor; Technical Assistance

Two sections of this report (regarding the Human Resources Development Institute and Education) are relevant to I-E-L Collaboration, and this abstract deals exclusively with them.

The Human Resources Development Institute (HRDI), the manpower arm of the AFL-CIO developed in 1968, is under contract with the U.S. Department of Labor to provide services to the labor movement and the disadvantaged by promoting the involvement of organized labor in employment and training programs, primarily through CETA. HRDI, with field offices located in 59 cities nationwide, provides a wide variety of services to labor communities in which offices are located. Job development and placement are the principal functions of HRDI field offices. The 1977 AFL-CIO convention called on the local HRDI staff to provide technical assistance to local unions and other organizations wishing to receive federal funds to operate employment and skill training programs designed to benefit unemployed and disadvantaged groups and individuals. In addition, the staff provides technical assistance in helping local unions understand government regulations covering employment and training programs and in helping unions protect against abuses of CETA rules that might adversely affect the union. Other special programs of HRDI field offices include apprenticeship outreach programs, vocational exploration programs, and employment and training programs for performing artists.

The AFL-CIO calls upon Congress to maintain the further development of the nation's public education system and to increase federal expenditures to help resolve major problems of inadequately financed schools. The report contends that "the nation's public education institutions can continue to survive and prosper in their present form only with the constant vigilance and support of the American labor movement." This report outlines AFL-CIO policies and recommendations on elementary and secondary education, vocational education, education for handicapped children, higher education, and adult and worker education.

American Public Welfare Association. The Youth-Community Coordination Project: Final Report. Washington, D.C.: Author, May 1978. 108p.

Descriptors: Case Studies; Community/Citizen Involvement; Community Organizations; Cooperative Local Planning; Demonstration Projects

The Youth-Community Coordination Project was a demonstration effort conducted by the American Public Welfare Association with funding from the Law Enforcement Assistance Administration (LEAA) from November 1974 until April 1978. The project assisted each of five communities in the development of a coordinated planning process which emphasized prevention rather than rehabilitation, agency cooperation rather than competition, and identification of needs and problems based on research data rather than conjecture. While the project offered no new funds to the local sites, there was a strong emphasis on better distribution and utilization of existing resources for youth. Among the project's goals was the establishment of a data base which supported planning activities and the assessing of community youth service delivery systems, the needs of youth, and community capacities to meet those needs.

A Model Youth Service System was developed by project personnel and implemented in the demonstration sites by the community coordinators. Key elements of the system were planning groups and sanctioning groups which established and accomplished specific objectives in the areas of family life, juvenile justice, recreation, education, and youth employment. This proved to be no small task, as many unexpected barriers had to be overcome. Ultimate success depended on the coordinators and their ability to form citizen-agency coalitions that focused on research, planning, and advocacy. The attributes of an effective community coordinator and necessary activities to assist him or her are furnished in this report. The importance of local sponsorship is also emphasized.

Appley, Dee G., and Winder, Alvin E., eds. "Collaboration in Work Settings." A special issue of The Journal of Applied Behavioral Science 13:3 (Summer 1977): 261-464.

Descriptors: Interinstitutional Cooperation; Personnel Development; Research Projects; State of the Art Review; Work Environment

This volume of 19 articles views collaboration in work settings from a wide range of perspectives and experiences ranging from the theoretical to case studies. While the bulk of the articles deal with interpersonal collaboration within single organizations, a number also examine interinstitutional settings. The conceptual basis for the volume grows out of the 30 years' work of the National Training Laboratory (NTL). Collaboration in NTL's history is based on two functions: a commitment to democratic values and a "diagnosis of trends in our society with regard to participation by the rank and file of persons in determining priorities in the conduct of their life and work." Collaboration is seen as a response to the need to reassess values based on competition and as a response to the "turbulent environment" of the post-industrial world. Issues of public policy are discussed in concluding articles.

Ayars, Albert L., and Bovee, Corlan. How to Plan a Community Resources Workshop. Buffalo, NY: National Association for Industry-Education Cooperation, 1975. 30p.

Descriptors: Handbook; Inservice Programs; School/Community Programs; School/Industry Relationship; Workshops

This booklet is designed to aid educators and other community leaders (particularly from business/industry) in planning a community resources workshop for school teachers. Such workshops acquaint teachers with teaching resources available in their communities and enable teachers to determine how these resources can be used in their own teaching, both in the classroom and in the community. Workshops are generally planned for an intensive six-week period during summers. Participants visit and study community worksites, study field trip procedures, produce teaching units for classroom use, and develop catalogs of community resources. These workshops were first developed in 1952 and have been widely used since then.

The booklet provides clear guidance on the definition and characteristics of these workshops, the planning considered essential to their success, gaining the active involvement of the private sector, the development of the workshop and its project committees, the evaluation of workshops, and suggestions for industry and business people interested in workshops.

Bailey, Larry J., ed. "Focus on Business and Industry: Views of Career Education." Journal of Career Education IV:3 (Winter 1978). 71p.

Descriptors: Career Education; Education-Work Councils; Private Sector; School/Industry Relationship

This special issue of JCE begins with an overview of business and industry responses to Marland's request for career education. "The Work and Education Initiative: An Overview" relates the history and development of the federally-led, locally-focused initiative and includes a discussion of "community education-work councils."

Three articles illustrate the range of issues, concepts, and roles which are of concern to business and industry. "Business and Industry Perspectives on Career Education" includes discussion of reasons for business support of education, introduces the concept of the "work market," and notes the compatibility between career education and the liberal arts. "Problems and Possibilities of Increased Interaction Among Business, Industry, and Education" addresses issues in strengthening collaborative efforts, identifies barriers to increased industry-education cooperation, and offers ways by which business and industry can increase their participation in career education. "Bridging Another Gap: Between Business and Education" reaffirms the validity of education and work and proposes five major ways by which the business/industry community can assist schools in the implementation of career education.

Following are three articles that discuss specific programs and activities. One relates how the role of industry and business participation in Colorado helped to secure passage of new career education legislation and assisted in dissemination and staff development activities. The three-pronged strategy of the General Electric Company in career education and the role of Illinois Bell collaborative work with educators in career education are described.

The last section is a compilation of selected documents relating to the general them of "relationships between business/industry and career education."

Barlow, Melvin L. History of Industrial Education in the United States. Peoria, IL: Charles A. Bennett Co., Inc., 1967. 512p.

Descriptors: Advisory Committees; Educational Policy; Federal Legislation; Private Sector; Vocational Education

This text is a 17-chapter comprehensive historical review of industrial education from its heriditary roots to its future. Chapters 3, 11, and 13 focus specifically on industry-education-labor relationships. Chapter 3 discusses historically significant events, groups, and individuals which influenced the adoption, in 1917, of the first federal bill for vocational education, the Smith-Hughes Act. Chapter 11 describes the impact of events between W.W.I and W.W. II on trade and industrial education. Such topics as the first Technical Advisory Committee, appointed by the Department of Education with equal representation from management, labor, and vocational education, and the increasing importance of program advisory committees during the 1940s, are presented. Chapter 13 discusses the history of organized labor's involvement in education in general and in vocational education as well as labor's influence on vocational education legislation.

Barton, Paul E., and Fraser, Bryna Shore. Between Two Worlds: Youth Transition from School to Work. 4 volumes. Washington, D.C.: National Manpower Institute, 1978. Executive Summary-39p; Vol. 1-117p.; Vol. 2-351p.; Vol. 3-77p.

Descriptors: Education-Work Transition; Literature Review; Research Projects; State of the Art Review; Youth Unemployment

This series is the final report of a project to assist the Department of Labor's Office of Policy, Evaluation and Research in formulating a research and development strategy designed to provide new knowledge and understanding of youth transition-to-work problems. Volume 1, entitled Problems, Conditions, and Issues, sets forth what is known about these problems, defines the conditions under which the education-work transition occurs, and identifies major public policy issues relevant to this transition. In addition, an update on youth labor market theory and research is included. Volume 2, Programs and Experimentation, identifies the many public and private programs that attempt to improve the transition and summarizes existing evaluations of these programs. This volume also identifies forty transition programs considered effective but not yet evaluated and proposes an agenda for new programmatic experimentation. Career education, vocational education, employment and training programs (government and private sector), and community education-work councils are included in this synthesis. Volume 3, New Research and Measurements, identifies research and measurement needs in the transition from school to work, particularly with regard to occupational information in vocational education. The Executive Summary provides a summary strategy for research and experimentation, drawn from the three volumes. Each volume contains one or more reference lists, containing a total of approximately 400 works.

Braden, Paul V., ed. Human Resource and Regional Economic Development. Washington, D.C.: U.S. Department of Commerce, Economic Development Administration, October 1977. 416p.

Descriptors: Cooperative Local Planning; Economic Development; Private Sector; State-Local Linkages; Vocational Education

The principal themes throughout this volume of ten articles are the ideas that an increased level of collaboration is essential to economic development; that this collaboration must involve key persons in the private and public sectors at the various decision-making, planning, and implementation levels; and that this involvement depends upon the recognition of mutual benefits. Tradeoffs must become evident before any meaningful level of collaboration can take place. Various techniques for organizing effective collaborative programs are mentioned.

Part I reviews the context for economic and human resource development at the regional level. Part II examines the organization and implementation of development programs. Articles in Part III discuss human resource information systems and the interfaces between these systems and regional policy. Several of the articles focus on relationships between vocational education programs, labor market characteristics, and economic development.

Brinkley, Jacquelyn P. "Making Parent Councils Effective." *Citizen Action in Education* 7:1 (April 1980):1

Descriptors: Advisory Committees; Educational Planning; Parent Involvement; School/Community Cooperation

In this short article, the author asserts that a school is a community of interests--of teachers and parents. Parents who are involved have the potential to be forceful and tenacious allies for children and advocates of school reform. School councils represent a new structure for citizen participation, yet actualizing effective parent involvement may be difficult. The two main responsibilities of councils are to be clear about their mandate and to reach out effectively and inform others about roles and responsibilities. Parent councils need a constituency in order to have legitimacy and power. One of the main problems in attaining this goal is parents' lack of familiarity with the school system, the complexity of issues, and access to information. The parent council can help parents in each of these areas, so that every parent can "be effectively involved in decisions and policies" that affect his/her child's educational well being.

Brower, Sally M.; Whitney, Carroll S.; and Oglesby, Elizabeth H. *Effective Mechanisms for Facilitating Coordination of Vocational Education Programs with the Youth Employment and Demonstration Projects Act of 1977: A State of the Art Report. Volume 1*. Raleigh, NC: CONSERVA, Inc., October 1979. 353p.

Descriptors: CETA-Education Coordination; Cooperative Local Planning; Government/School Relationship; State of the Art Review; Vocational Education

Designed as a "reference for practitioners interested in implementing or improving vocational education programs to serve disadvantaged youth," this volume provides brief descriptions of exemplary local mechanisms for facilitating interagency coordination of vocational education and prime sponsors. Each program description includes the following information: location; educational agency involved in program operations; prime sponsor; funding sources; in-kind contributions; target group(s); contact person; overview of the program; role of vocational education; prime sponsor involvement; and a brief description of activities in six areas. Six useful indexes classify programs by specific categories of interest to particular readers. While the study focuses on "coordinative mechanisms," broadly defined "to include those policies, procedures, programs, practices, rules and regulations that shape and direct the kind and quality of services offered to disadvantaged youth" (and not specifically on "collaborative" mechanisms), it provides a good overview of vocational education-prime sponsor coordination under Title IV and is an excellent guide for local communities interested in obtaining more detailed information on specific programs. Limited information is included on the process of development of interagency coordinative linkages.

Burt, Samuel M. Industry and Community Leaders in Education: The State Advisory Councils on Vocational Education. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, October 1969. 60p.

Descriptors: Advisory Committees; Federal Legislation; School/Industry Relationship; Vocational Education; Volunteers

This staff paper examines the operational and organizational practices involved in utilizing the volunteer services of members of state councils on vocational education. Evaluative responsibilities, consultative services, and relationships are discussed, as well as comments and conclusions concerning the role of interdependence and leadership which the councils should maintain. The implications of the Vocational Education Amendments of 1968 are covered, and provisions of that law dealing with State Advisory Councils and with industry-education cooperation and private sector participation in vocational-technical education are appended. Also included is a checklist of activities and services provided by local industry-education advisory committees. (ERIC)

Burt, Samuel M. "Involving Industry and Business in Education." In Contemporary Concepts in Vocational Education. Washington, D.C.: American Vocational Association, 1971. 7p.

Descriptors: Advisory Committees; Personnel Development; Private Sector; School/Industry Relationship; Vocational Education

This article outlines the motivating factors for industry to be involved in education on a volunteer basis. The factors range from civic and community service to enhancing personal prestige within the company to a desire to help youth. The volunteer services provided by industry to schools are divided into five areas: 1) helping improve school management and administration; 2) helping upgrade professional staff; 3) helping improve instructional programs; 4) helping improve public relations; and 5) helping students. Mention is also made of the importance of industry-education cooperation and the potential role of advisory committees to meet this need.

Burt, Samuel M. Use of Industry-Advisory Committees as a Technique for Evaluating Vocational and Technical Education Programs. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, 1968. 31p.

Descriptors: Advisory Committees; Evaluation Criteria; School/Industry Relationship; Vocational Education

The use of industry-advisory committees for evaluating specific vocational and technical education programs has long been recommended by vocational educators. Citizen evaluation of public occupational education is probably the most important factor affecting it whereby citizens assign responsibilities for occupational education and administer or withhold funds, personnel, and facilities. This paper describes the strategy being developed in the use of industry-advisory committees for evaluating vocational and technical education in Arkansas, including organization of the evaluation committees and guidelines and background information which should be provided to them. The appendixes include the scope of the project for evaluating the vocational-technical programs in Arkansas, functions of the regional advisory councils, and a three-year program plan for an advisory committee. (ERIC)

Bushnell, David S. Education and Training: A Guide to Interinstitutional Cooperation. Washington, D.C.: American Association of Community and Junior Colleges (AACJC) and the American Vocational Association (AVA), July 1978. 314p.

Descriptors: Case Studies; Cooperative Local Planning; Occupational Education; Postsecondary Education; Vocational Education

This final report of a joint AACJC-AVA research project is accompanied by an executive summary entitled Cooperation in Vocational Education. The study focuses on examples of and strategies for closer cooperation among secondary vocational education institutions and community colleges. Five case studies of "articulation achieved" are described. An introductory review of voluntary coordination, vocational education legislation, and financial support for vocational education puts the concept of inter-institutional articulation into a national policy framework.

While the roles, functions, and performance record of non-education sectors are addressed only incidentally, and the use of advisory committees mentioned only occasionally, the report provides an in-depth analysis of conditions affecting the ability of vocational education institutions to work collaboratively among themselves and, consequently, with other sectors.

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Callahan, Raymond C. Education and the Cult of Efficiency. Chicago, IL: The University of Chicago Press, 1962. 273p.

Descriptors: Business Leadership; Curriculum Development; Private Sector; School/Industry Relationship; State of the Art Review

This history of business and education relations from 1900 to 1930 is a study of the social forces that have shaped the administration of the public schools. The author reviews the first period of industry-education collaboration, covering the application of modern business techniques and the adoption of corporate values by educators. The author details the convergences and tensions between these trends and the progressive education movement. The intent is to point to considerations and factors which should be considered in developing education linkages to world-of-work sectors.

The Carnegie Council on Policy Studies in Higher Education. Giving Youth a Better Chance: Options for Education, Work, and Service. San Francisco, CA: Jossey-Bass, Inc., 1979. 345p.

Descriptors: Career Education; Education-Work Councils; Educational Reform; Vocational Education; Youth Unemployment

This book presents the concerns and policy recommendations of the Carnegie Council on Policy Studies in Higher Education regarding the current youth unemployment problem. After a discussion of several "essential facts" concerning the youth problem in the United States, of which the Council maintains unemployment is only a small part, the Council makes 26 priority recommendations for change in secondary and postsecondary education institutions, the labor market, the service opportunity structure, and local communities, including: 1) the elimination of compulsory school attendance after age 16; 2) the implementation of a number of alternative school plans designed to increase secondary school diversity and heterogeneity; 3) expanded use of private shops in preparing vocational education students; 4) creation of a multi-faceted youth service; and 5) creation of work-education councils "in every sizable community" where one presently does not exist. The Commission's recommendations are intended to impact on various subgroups of the youth population (defined as ages 16-21), but particularly on the financially disadvantaged and the deprived.

Chamber of Commerce of the United States. Business-Education Exchange Programs. Washington, D.C.: Author, n.d. 20p.

Descriptors: Business Leadership; Exchange Programs; School/Industry Relationship; Teacher Education

This brochure was prepared to encourage and assist Chambers of Commerce, business and industrial firms, and trade and professional associations to expand and continue their dialogues with educators. Loosely confined to programs that are intended to promote the understanding of economic and business precepts among educators, the brochure is organized into four sections which discuss the following: 1) one-day programs for business people and educators; 2) longer, in-depth programs; 3) aids that business people can provide to educators; and 4) programs in which business people and educators work toward a common goal. Several programs are also highlighted in special sections to give more detailed information on how the programs were planned and organized. It should be noted, however, that this brochure is neither an attempt to foster career education nor an encyclopedia of business programs that improve education. In addition to citing specific examples of activities which have been undertaken to improve business education, the brochure provides brief descriptions of a few "model" program initiatives for those persons who may be interested in replicating the program in their local communities.

Chamber of Commerce of the United States. Career Education and the Businessman: A Handbook of Action Suggestions. Washington, D.C.: Author, 1973. 25 p.

Descriptors: Career Education; Handbook; Private Sector; School/Industry Relationship; School/Labor Union Relationship

From February 28 to March 1, 1973, approximately 240 of the nation's leading businesspeople, educators, and labor leaders gathered in Washington, D.C. to participate in the First National Conference on Career Education sponsored by the Chamber of Commerce of the U.S. This handbook summarizes the "action suggestions" of the conference participants on 10 basic questions concerning the role of the business-education-labor community in career education. For each question, conference participants were asked to consider its desirability, practical probability, and practical limitations. Among the 10 ideas entertained by conference participants were concepts such as exchange programs between business-labor-industry personnel and school personnel, work experience for all high school students, school and industry job placement programs, and establishing occupational resource persons from the business-industry-labor community. Each concept description is accompanied by a discussion of the basic idea, its underlying assumptions and problems, and the suggestions of participants.

Chamber of Commerce of the United States. Career Education: What It Is and Why We Need It From Leaders of Industry, Education, Labor and the Professions. **Washington, D.C.: Author, 1975. 18p.**

Descriptors: Career Education; Educational Policy; Government/School Relationship; School/Industry Relationship; School/Labor Union Relationship

This booklet, prepared with the cooperation of over 20 organizations representing major education associations and several other organizations with interests in education, outlines the Chamber of Commerce's position on career education. Beginning with a discussion of the Chamber's concept of career education, the booklet then cites several reasons for implementing a comprehensive program of career education, including the high rate of youth unemployment, the increased emphasis on "school for schooling's sake," and the apparent mismatch between students earning college degrees and jobs that will require those degrees. The booklet also highlights five exemplary career education projects currently underway, which have received the support and involvement of the local business community. They are: 1) the Flexible Campus Program operating in the public high schools of Boston, Massachusetts; 2) the Career Education Program of the Winston Churchill High School in Potomac, Maryland; 3) the Job Development Program operating in five public high schools in Cleveland, Ohio; 4) Career Education Projects in Mesa, Arizona; and 5) a project developed by a task force of the New Jersey National Organization for Women, which exposes students to women in non-traditional careers. In addition, the booklet discusses the Chamber's view of the relationship between career education and vocational education and provides interested persons with general information on initiating a career education program in their local community. A useful bibliography lists sources, including articles, books, and filmstrips, that describe implementation procedures.

Chamber of Commerce of the United States. Contact: A Directory of Business and Economic Education Programs. Washington, D.C.: author, 1980. 129p.

Descriptors: Business Leadership; Economic Education; Information Dissemination

This is the second edition of a directory published by the U.S. Chamber of Commerce on the subject of Business and Economic Education (BEE) programs. Business and Economic Education programs are composed of a wide variety of approaches, techniques, and strategies for building public confidence in business and business leaders. These programs share the common goal of communicating business and economic information which can generate positive business attitudes.

The directory is divided into four sections. The first section provides an overview of a variety of approaches, strategies, and techniques for building confidence in business including dialogues, seminars, conferences, workshops, economic education, advocacy and issue advertising, business-media exchanges, employee and retiree communication systems, and other similar efforts. The second section highlights a number of BEE programs sponsored by and through Chambers of Commerce, including public forums and other dialogues, economic education courses, and general public advertising. The third section describes a variety of BEE programs initiated by trade and professional associations. These activities include clearinghouse efforts, social responsibility, economic education, business-audience dialogues, advertising and media-related efforts, and other types of communication vehicles. The fourth and final section highlights BEE activities sponsored by the business community, including school-business forums sponsored by joint councils on economic education and associations of private enterprise education.

Chamber of Commerce of the United States. A Source of Funds for Training Workers: The New Private Sector Initiative Program. Washington, D.C.: Author, 1979. 36p.

Descriptors Business Leadership; Case Studies; CETA-Private Sector Coordination; Collaborative Mechanisms; Federal Legislation

This booklet is intended as a guide for the private sector to CETA's Private Sector Initiative Program (PSIP). It presents a "concise, useful explanation" of the program and contains sections that explain how PSIP's objectives relate to the entire CETA system (Section I); specify activities allowable under PSIP (Section II); provide an understanding of how PSIP will be administered at the national and local levels (Section III); discuss the proposed nature and responsibilities of the local Private Industry Councils and their relationship to other local CETA organizations (Section IV); suggest steps a local Chamber of Commerce may take to become involved in PSIP (Section V); tell employers how to get funds to train workers (Section VI); provide a number of case studies of successful local Chamber-CETA relationships, with an emphasis on the benefits local Chambers gained (Section VII); identify sources of assistance for employers who want to get involved in PSIP (Appendixes I, II, III, and IV); and include the Labor Department's regulations for PSIP (Appendix VI).

This clearly formatted, well laid-out document effectively serves its purpose as "a primer on PSIP" and a guide to employer involvement in the program.

Coleman, Deborah, ed. Experiential Education in the Workplace: An Annotated Bibliography. Columbus, OH: National Center for Research in Vocational Education, 1979. 67p.

Descriptors: Annotated Bibliography; Employment and Training Programs; School/Community Cooperation; Vocational Education; Work Experience

This annotated bibliography of relevant literature pertaining to experiential education in the workplace is one of the products of a project conducted by the National Center for Research in Vocational Education to identify policy issues in the field of experiential learning in work settings and to make recommendations for guidelines. The bibliography contains several references relevant to industry-education-labor collaboration and collaborative mechanisms. In addition, the headings used in the topical index provide the reader with a quick reference to other areas which relate to industry-education-labor collaboration.

Coleman, James, et al. Youth: Transition to Adulthood--Report of the Panel on Youth of the President's Science Advisory Committee. Washington, D.C.: U.S. GPO, June 1973. 190p.

Descriptors: Advisory Committees; Education-Work Transition; Educational Policy; Work Experience; Youth Unemployment

This report focuses on the period of transition from child to adult, covering ages 14-21, and on the institutions in which that transition takes place for youth in the United States. The report is divided into four parts. Part 1 identifies the two phases through which society has passed in the treatment of its youth and argues for the recognition of a third phase and for the necessary modification of institutional structures which impact on youth. Part 2 examines a number of institutions and processes that affect youth and includes a discussion of the evolution of children's rights in the U.S., the economic problems of youth, the educational institutions in which youth spend much of their time, and certain aspects of youth culture that derive from the special position of youth in society. Part 3 lays out seven issues that environments for youth resolve in one direction or another and includes discussion of the segregation of youth from adults, what principles should be used for grouping youth in institutions, and whether formal schooling should include non-academic activities or confine itself to academic ones. The last part of the report presents a number of proposals for change in the institutions that affect youth, including modifying the high school, encouraging innovations that involve a mixture of part-time work and part-time school, implementing a number of pilot programs which involve a more "intimate" intermixture of school and work, and offering a wider range of opportunity for public service through federally funded-public service programs.

Committee for Economic Development. Jobs for the Hard-to-Employ: New Directions for a Public-Private Partnership. New York: Author, 1976. 98p.

Descriptors: Cooperative Education; Education-Work Councils; Employment Policy; Private Sector; Vocational Education

This book, prepared by the Research and Policy Committee of the Committee for Economic Development, examines the dimensions of the current unemployment problem and makes several policy recommendations for increasing employment opportunities among the structurally unemployed. According to the authors, the employment rate and the inflation rate are not mutually exclusive phenomena; therefore, they strongly urge that all future employment policies be fully integrated with national economic development policies. Other major policy recommendations include: 1) expanding the private sector's involvement in employment and training strategies and programs, including expanded use of "proven" private sector programs and greater use of organizational mechanisms such as local work-education councils in helping to foster greater business participation; 2) expanding training and job opportunities for youth by a) providing improved educational preparation and transition services, b) expanding the number and types of cooperative education programs, and c) expanding and upgrading vocational education programs to bring them into "closer contact with the world of work and specific needs of employers;" and 3) more effective management of federally-assisted employment and training programs, including the elimination of duplication in and clarification of Employment Service and CETA functions and the creation of separate state and local administrative mechanisms for employment and training programs targeted at the structurally unemployed.

The Coordinating Committee on Research in Vocational Education. Guide to Federal Funding in Career Education, Education and Work and Vocational Education, September 1979. Washington, D.C.: U.S. GPO, 1980. 24p.

Descriptors: Career Education; Federal Legislation; Financial Support; Handbook; Vocational Education

This brochure is designed to inform prospective grantees and contractors of the various kinds of federal funding for research development, innovation, and demonstration available to them in vocational education, career education, and education and work. The Introduction provides a brief description of the Coordinating Committee, its composition and mandate. Section 2 outlines the "administrative echelons" within the Education Division of HEW. Succeeding chapters outline the work of those offices within the Education Division which are primarily concerned with funding programs and projects in vocational education, career education, and education and work. Not intended as a "primer on how to obtain a Federal grant or contract," the booklet provides brief summaries of each office, types of projects funded, and pertinent legislation, as well as information on how to contact program offices for further information. This handbook is most appropriate for persons or groups with little or no knowledge of HEW structure and funding mechanisms.

Corporation for Public/Private Ventures. A Directory of Training and Employment Programs in the Private Sector: Emphasis on Disadvantaged Youth. Philadelphia, PA: Author, 1979. 82p.

This directory identifies 117 training and employment programs sponsored by the private sector for disadvantaged youth between the ages of 16 and 24. The study is a useful reference guide for current program operators as well as those interested in initiating activity. It is intended to serve as a concise guide to a broad range of examples and approaches. The programs are divided into three categories: pre-employment, skills training, and career pathways. For each program, information is provided on location, number of participants per training period, administrative structure, funding source, the names of businesses and unions and the nature of private sector involvement, program features, population served, and the name of a contact for further information. A bibliography and index are included.

Corporation for Public/Private Ventures. Issues and Options for PSIP Implementation: The Experience of Twelve PICs. Philadelphia, PA: Author, Fall 1979. 35p.

This report is an "informal, interim record of the major issues, options and choices that have so far materialized" in 12 high-emphasis test sites under the Private Sector Initiative Program. The intended audience for this report consists of persons already familiar with Title VII of CETA and the concept of Private Industry Councils (PICs). The report lists: 1) key organizational issues, including PIC status, general PIC forms, advisory versus operational roles, staffing, governance, and political realities; 2) membership issues, including mandated and non-mandated representation, and type and level of private sector representation; 3) operational issues, including service priorities and relations with other community sectors; 4) program issues, such as employment surveys, training programs, marketing, and employment generating programs; and 5) resources, providing technical assistance to PICs. The report gives examples of how different locales have dealt with these issues but does not recommend one approach over another.

Corporation for Public/Private Ventures. Private Industry Council Development: Summary Report. Washington, D.C.: U.S. GPO (1979), October 1978. 48p.

Descriptors: CETA-Private Sector Coordination; Collaborative Mechanisms; Cooperative Local Planning; Evaluation Criteria; Program Effectiveness

The centerpiece of the Private Sector Initiative Program (PSIP) concept is the formation of Private Industry Councils (PICs)--groups composed predominantly of private business representatives whose task will be to influence CETA operations in each of the over 450 jurisdictions where prime sponsors operate CETA programs. This formative evaluation of PICs is based on the work of four documenters operating in 12 PSIP high-emphasis test sites and of one documenter tracking legislation and administrative events in Washington, D.C. Though the details and conclusions in this report are interim in nature, the overall conclusion of the contractor at this stage of PIC development is that the initiative is timely and "is succeeding in enlisting local energies in forms that reflect local diversity." In addition to highlighting certain common themes which have emerged from the diverse PICs under study, the report discusses: 1) the status of PIC organization and program development; 2) the various ways by which prime sponsors have involved the business community in PIC formation; 3) the involvement of other sectors in PIC development; 4) the sources of business leadership for PICs; and 5) the conditions that influence PIC development.

Council for Financial Aid to Education, Inc. Interface--Growing Initiatives Between the Corporation and the Campus Toward Greater Mutual Understanding. New York: Author, November 1977. 67p.

Descriptors: Business Leadership; Colleges/Universities; Cooperative Education; Internship Programs; Private Sector

This booklet presents and describes examples of a wide range of initiatives which have been undertaken by business and higher education to increase their understanding of each other. Major areas of business-higher education cooperation discussed include: 1) initiatives in economic understanding, including business involvement in curricula development for courses in liberal arts students, teachers, and other professionals; 2) programs which have brought business persons to college campuses, including faculty loan programs and visiting fellows and executives-in-residence programs; 3) programs which bring students to the business world, including career exploration and counseling, cooperative education programs, and internships; 4) exchange programs for university faculty, including fellowships and seminars and meetings; 5) business participation in improving campus administration; and 6) joint involvement of business and academia in finding solutions to national and local problems.

Council of Chief State School Officers. Career Education and the State Education Agency. Washington, D.C.: Author, 1974. 48p.

Descriptors: Career Education; Program Coordination; State Departments of Education; State-Local Linkages

Prepared as part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper discusses the role of the state education agency as it relates to career education. Several strategies to initiate, implement, or expand career education are presented. Strategies for state education agencies include the board resolution and legislative directive and the task force approach, and sample illustrative documents are offered. Needs assessment procedures, in-service teacher programs, funding strategies, evaluation and accountability, and teacher preparation programs are topics commented on. A sample fact sheet of the Michigan Career Education Teacher Education Consortium is offered as a typical state agency strategy. Organizational structure at both the state and local levels is examined in relationship to career education program implementation. A discussion of legislative support, coordination of state and local efforts, funding, and program evaluation concludes the document.

Council of Chief State School Officers. "Statement of Dr. Anne Campbell. Commissioner of Education, State of Nebraska, before the Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, February 27, 1980." 12p.

Descriptors: Advisory Committees; CETA-Education Coordination; Educational Policy; Private Sector; Youth Unemployment

This testimony outlines the position of the Council of Chief State School Officers (CCSSO) on recent federal efforts to combat high youth unemployment, a position also shared by the National Governors' Association, the National Conference of State Legislatures, and the National Association of State Boards of Education. The position of CCSSO incorporates four major points: 1) funding--the youth unemployment effort must be adequately supported, both for school-based and CETA-supported programs; 2) accountability--programs must include individual and program performance standards in order to be effective; 3) linkages--schools, CETA Prime Sponsors, and the private sector must work together; and 4) individual planning--efforts should focus on the individual young person, not on broad segments of the youth population.

The testimony specifically comments on the education portion of the Administration's youth employment legislative specifications, concentrating on the role of each level of government and funding. In addition, the CCSSO position endorses the targeting of vocational education funds for such activities as career exploration and counseling and the creation of linkages among LEAs, prime sponsors, and the private sector. A useful matrix of local- and state-mandated advisory councils and their composition is appended.

Crowe, Michael R., and Adams, Kay A. The Current Status of Assessing Experiential Education Programs. Columbus, OH: The National Center for Research in Vocational Education, 1978. 100p.

Descriptors: Cooperative Education; Evaluation Criteria; Internship Programs; Program Effectiveness; Work Experience

This report brings together a composite of evaluation findings that were derived from national evaluations of experiential education programs--Experience Based Career Intern Program, Executive High School Internships, Cooperative Education Programs, and CETA's Neighborhood Youth Corps Program. The report re-examines the evaluation findings in order to synthesize findings for the purposes of identifying evaluation problems, successfully measured variables, and successful evaluation strategies.

The authors developed three frameworks for the purpose of comparing and describing the goals, outcomes, and key features of the experiential education programs. Using the frameworks as the means of analyzing the evaluation findings resulted in the identification of six problem areas associated with evaluating experiential education programs: 1) evolving objectives; 2) skirting important outcomes in evaluations; 3) lack of control over the learning experiences; 4) insensitive measurement tools; 5) subtle effects of the programs in affective areas; and 6) overemphasis on classical research. The report concludes that there is still much research required to answer the perennial question of program effectiveness. (Experiential Education)

Cunningham, Luvern L., et al. *Improving Education in Florida: A Reassessment*. N.a.: Select Joint Committee on Public Schools of the Florida Legislature, February 1978. 64p.

Descriptors: Advisory Committees; Community/Citizen Involvement; Educational Policy; State Legislation; State-Local Linkages

This report by an 11-member team of national consultants reassesses the status of local educational governance in Florida's 67 public school districts following a four-year period of major changes in state laws affecting school management, educational financing, and citizen participation in local public education agencies. The report consists of overview sections and detailed recommendations and discussion for the Legislature.

The consultants' principal recommendation is that the state should continue its efforts to make the school building the primary unit of educational management, while recognizing that implementation of this policy has been very uneven to date. Considerable attention is given to the strategy of using school advisory committees as a means of reversing the trend toward centralized administration in public education and to return many decisions regarding personnel, curriculum, and resources to the school building level. To enhance the power and scope of these citizen advisory councils, the report recommends that school committees be empowered to participate in the selection of principals, in the development of criteria for selecting school personnel, and in the development of proposals for school-based management programs. Also recommended is the creation of a permanent State Citizens' Advisory Committee on Education to encourage, monitor, and assist in the development of district-and school-level citizen advisory committees.

Davies, Don, and Zerchykov, Ross. *Citizen Participation in Education: Annotated Bibliography*, Second Edition. Boston, MA: Institute for Responsive Education, 1978. 386p.

Descriptors: Annotated Bibliography; Community/Citizen Involvement; School/Community Cooperation

This reference includes annotations of over 839 books, reports, and articles of practical use to citizens, administrators, and educators. Emphasis is on participation in decision-making, policy development, and school governance. This volume is organized and cross-referenced around such topics as minority perspectives, educational alternatives community education, and areas of citizen participation (budgets, desegregation, curriculum, collective bargaining, school councils, and child advocacy). A special section covers handbooks, manuals, bibliographies, and other useful reference works and information resources.

Davis, Walter G. "Testimony on H.R. 7 of the Elementary and Secondary Career Education Act of 1977, before the House Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor." Washington, D.C.: March 2, 1977.

Descriptors: Career Education; Federal Legislation; Organized Labor; Work Experience

This testimony regards the AFL-CIO's policy toward H.R. 7 of the Elementary and Secondary Career Education Act of 1977. On the positive side, Davis contends, career education has helped to bridge the gap between schools and the world of work, to increase individuals' awareness of the wide range of ways to earn a living, and to heighten awareness and appreciation of skills needed to perform a job well. The problems that the AFL-CIO sees with career education are that it encourages students to make early career choices which may actually limit their employability by focusing on a single trade or occupation, and according to section 7(a) of H.R. 7 of the 1977 Act, "Funds received under this Act may be used...for...developing and implementing unpaid work experiences for students whose primary purpose is career exploration." The AFL-CIO believes that if students are to work, they must be paid the prevailing rate lest "career exploration" become exploitation. Davis strongly states that H.R. 7 should contain a passage requiring the inclusion of labor representation on the National Advisory Committee on Career Education. In all, Davis states the AFL-CIO could not support H.R. 7 of the 1977 Career Education bill because it would "undermine fair labor standards and child labor laws by promoting unpaid work experience for students," but "would support H.R. 7 if it were amended to include a prohibition against using funds to circumvent fair labor standards and child labor laws."

Dieffenderfer, Richard; Kopp, Lee; and Cap, Orest. Business-Industry-Labor Linkages: Handbooks for Improving Personnel Development Programs. 8 volumes. Columbus, OH: The Center for Vocational Education, June 1977.

Descriptors: Advisory Committees; Handbook; Interinstitutional Cooperation; School/Community Cooperation; Teacher Education; Vocational Education

This product contains eight resource handbooks produced under contract for the Ohio Department of Education and the U.S. Office of Education. Handbooks included in this package are: Staff Development; Advisory Committees; Cooperative Internships; Personnel Exchange Programs; Workshops; Site Visits; Resource Persons, and Program Support. These topics were chosen from stated needs of respondents to a national survey of vocational teacher education departments. The resource handbooks were prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments.

Development of the handbooks to improve linkages among vocational education, business, industry, and labor was guided by three basic objectives: 1) to identify various types and sources of appropriate information; 2) to describe ways to access and use selected resources; and 3) to organize and present resource information in a way that encourages its use. The handbooks are divided into sections including the Introduction (with Need Statement, Contributions/Benefits, Handbook Section Overview, and Developmental Objectives), the Approach (with Model Procedures and Planning/Preparation), Alternative Approaches, Administrative Details, Planning Notes, Selected References, and Resource Materials. The handbooks are excellent resources for persons interested in planning and implementing collaborative activities.

Drewes, Donald W.; Brower, Sally M.; and Salkin, Melinda. Vocational Education-CETA Coordination: A Guide to Serving Youth Together. Raleigh, NC: CONSERVA, Inc., January 1980. 63p.

Descriptors: CETA-Education Coordination; Cooperative Local Planning; Handbook; Private Sector; Vocational Education

The purpose of this guide is to suggest ways and means for initiating and sustaining a lasting and mutually rewarding partnership between vocational education and CETA. These suggestions are based on observations of over 100 programs throughout the United States judged to contain examples of exemplary linkages between vocational education and CETA prime sponsors. Chapter Two deals with some suggested means of initiating cooperation. This is offered for those who desire to get something going but may not know how to begin. Chapter Three provides a description of observed practices and procedures that have worked elsewhere in supporting and sustaining cooperative efforts. For the benefit of the users, these procedures are classified according to major activities shared by vocational education and CETA. A speculation on what the future will bring and how this may impact on vocational education and CETA coordination is discussed in Chapter Four.

Dwyer, Richard. "Workers' Education, Labor Education, Labor Studies: An Historical Delineation." In Review of Educational Research 47:1 (Winter 1977): 179-207.

Descriptors: Labor Education; Labor Studies; Organized Labor

This article examines the definitions and usage of the terms "workers' education," "labor education," and "labor studies." The author states that these terms evolved at three different stages of the development of the labor movement. By defining the particular emphasis of each distinctive period, the author describes the movement's historical development, and the cord of commonality that links the present stage of the movement with the previous two. The article details the terms workers' education, labor education, and labor studies, describing each one's basic objectives, curriculum content, student body, duration of classes, administration, and finances. In brief, the author defines workers' education

(1900-1935) as education for social change, labor education (1935-1965) as education for organization imperatives, and labor studies (1965-present) as education for the "whole" man.

Easterling, Lewis C. Career Education: A Prospectus for Businessmen and the Community. Lansing, MI: Michigan State Chamber of Commerce, 1974. 17p.

Descriptors: Business Leadership; Career Education; Handbook; Program Coordination; School/Industry Relationship

Aimed at members of the business community, the handbook describes career education--why it is needed, what it is, how to get it, and what its future holds. The booklet is intended to motivate business leaders to participate in and support career education programs, and reflects Michigan State Chamber of Commerce viewpoints. Touching on problems inherent in non-career-oriented education, the handbook briefly discusses under-employment of educated persons; functional illiteracy the public image of career education; the occupational cluster concept; and phases of career education: awareness, exploration, preparation, and further education. It outlines the organization and objectives of career education action councils and the roles of a director or coordinator (instruction, counseling and job placement, provision of materials and services). Suggestions for initiating cooperation among school, community, and industry are given in a step-by-step format. Finally, a brief presentation outlines the future of jobs and job preparation. A community resources questionnaire, bibliography, and reproduction of a poster are appended. (ERIC)

Education Commission of the States. Career Education: The Policies and Priorities of Business Organizations and Agencies. Denver, CO: Author, January 1979. 25p.

Descriptors: Business Leadership; Career Education; Community/Citizen Involvement; School/Industry Relationship

This report, one of four developed by a national Task Force on Career Education established in 1977 by the Education Commission of the States (ECS), deals with career education policies and legislation at the state level--based on the collaborative efforts of business/industry, labor, government, and education. Primarily directed at individuals within organizations and agencies, both public and private, who have developed a commitment to the career education concept and who wish to enhance that commitment, the report attempts to provide answers to the following two questions: Why have businesses, organizations, and agencies been responsive to the concept of career education? Why have these groups transmitted this commitment into formal policy statements and active involvement in career education activities?

After a discussion of the information-gathering process employed by the Task Force to arrive at generalizations concerning how various groups define and relate to the concept of career education, the report identifies nine key concepts which these groups stressed as both desirable and necessary in furthering career education. Though the emphasis which each group placed on these nine concepts varied markedly, all of the groups viewed career education as a fundamental component of all educational activity (both formal and non-formal) and not just appropriate for a specific time segment in education or a particular educational program. A useful 12-page chart displays information by sector on each organization's policy and perceived priority in career education. Brief analyses for each subgroup are also included in the report, as well as a sampling of policy statements, position papers, resolutions, and organizational philosophies.

Educational Advancement Project. Promising Horizons: Cooperative Opportunities Among Labor, Management, Education and CETA in New Jersey. Rutgers, NJ: Labor Education Center, Institute of Management and Labor Relations, Rutgers University, Educational Advancement Project, October 1977. 24p.

Descriptors: Apprenticeship Programs; Educational Opportunity Programs; Lifelong Learning; On-The-Job Training; Tuition Refund/Assistance

This is the report of a study sponsored by the New Jersey Manpower Services Council of employer and union education and training programs in New Jersey. The study found that there are many potential educational resources in the state and a great number of people who could benefit from further education and training, but that the actual number of participants in education opportunity programs is exceptionally low. The report cites that "there are great gaps in quality, distribution, and integration of these resources." The report further states that, more than awareness and accounting, the critical need is for "real collaboration which focuses on specific firms, unions, schools, and programs designed to help more workers, unions, and companies achieve more diversified and effective training and educational opportunity." The report includes a series of recommendations for labor, management, educators, and government to develop effective and cost-conscious training and education programs.

Evans, Rupert N. "Cooperative Programs: Advantages, Disadvantages and Development." In Contemporary Concepts in Vocational Education. Washington, D.C.: American Vocational Association, 1971. 8p.

Descriptors: Cooperative Education; Job Training; Program Effectiveness; School/Industry Relationship; Vocational Education

Cooperative work education is viewed as a viable mechanism for providing part-time in-school vocational instruction and on-the-job training through part-time employment. Cooperative programs are suited to a broad range of vocations. The advantages of cooperative work education, such as adaptability to changes in labor market demands, lower capital investment in space and equipment, and stimulation of desirable work attitudes, are briefly discussed. Inherent disadvantages, such as lack of adaptability to some communities, operational difficulties in establishments that have strong agreements with employees, and economic recessions, are also briefly addressed.

The author also outlines the ways in which cooperative work education programs can help resolve such traditional problems as placement, community skepticism, restrictive regulations, urban complications, image problem, and employer burden. He concludes that, based on research results, cooperative work education "is a highly desirable vocational program."

Federal Interagency Committee on Education, Sub-Committee on Education and Work. Education, Service, and Work: The Multi-Funded Approach. Washington, D.C.: U.S. GPO, 1977. 99p.

Descriptors: Case Studies; Education-Work Transition; Financial Support; Handbook

The practice of multiple-funding of service and work-education programs at the local level is not a widely used practice. This book is directly concerned with multi-funded work and service education projects. Its purpose is to provide ideas on where to find and how to sustain funding from more than one source. The book is divided into three major sections. The first section is an overview which includes descriptions of the techniques of multi-funded work and service projects that are presently in operation, including the steps leading to multiple funding, problems faced and overcome, and program results. The overview also discusses the characteristics of local sponsors who are successful in obtaining funds from multiple sources and the most common techniques used in overcoming problems. The second section gives representative summaries of 22 multi-funded projects drawn from a review of more than 300 programs and demonstrates a wide variety of funding combinations and target populations. The final section is a bibliography relating to federal funding sources.

Finley, G.J. Business and Education: A Fragile Partnership. New York: The Conference Board, n.d. 19p.

Descriptors: Business Leadership; Educational Reform; School/Industry Relationship

This booklet deals with the relationship of the business and education sectors and the perceptions and expectations of each vis-à-vis the educational system. The discussion is based on data obtained from a panel study involving 100 business persons and 50 educators. After a review and discussion of some of the issues currently confronting the American educational system, the booklet summarizes the views of representatives from each sector on the role of business in education, the primary purpose of education, and the scope of present educational problems and some possible solutions. Though the data indicate that the business and education sectors differ on the priorities which each places on areas of needed educational reform, both groups agree that there is a need for increased business involvement in education and further communication between the business and education sectors.

Gardner, Barbara S. Building Educational Bridges Between Practically Everybody. Los Angeles, CA: University of Southern California, Joint Education Project, 1977. 58p.

Descriptors: Case Studies; Colleges/Universities; Demonstration Projects; School/Community Programs

This book is a combined report and technical assistance manual for a Joint Educational Project (JEP) between the University of Southern California and a group of eight public schools. The partnership, five years old at the time of publication, matches "community resources and community school needs for assistance to college resources and college student needs for experience in the community. Participating institutions and people serve as teaching resources for each other in the process of joint education and reciprocal assistance." Each semester the project places college students on field assignments in the schools as part of their regular course work. The focus is on urban society and the university's relationship to inner city schools and community.

The book's first part deals with the development of the JEP and its value for participants. The second part suggests how other postsecondary institutions and schools can set up similar partnerships. While the book does not address industry, business, or labor relations with education, it does provide strategy and useful ideas on building collaborative processes among diverse edcuational institutions. The institutional linkages in JEP are "relatively permanent" as a foundation on which diverse shorter-term projects can be built.

Garmezy, Kathy. "Youth and the Private Sector." In A Review of Youth Employment Problems, Programs and Policies. Volume 3, Program Experience. Washington, D.C.: The Vice President's Task Force on Youth Employment, January 1980. 9p.

Descriptors: Career Education; Job Placement; Job Training; Private Sector; School/Industry Relationship

This article states that the ultimate aim of youth employment and employability development efforts is to prepare young persons for meaningful career roles and to assure that they gain entry to career opportunities. Private sector involvement is necessary both in the preparatory phase and in providing career entry employment opportunities.

The article reports on the overall findings of five private sector/education roundtables convened by the Task Force and Brandeis University. General viewpoints included: business distress at being unable to find youth who have basic academic skills combined with an understanding of the work world; a perceived widening gap between the job needs of industry and the employability of youth; discrepancy between locations of available jobs and youth residences; private sector focus on the schools more than any other intervention; and business preference for doing its own skills training.

The need for career education was stressed; differences between small and large businesses in relation to youth employability were discussed; and the role of potential employers was discussed in relation to educational activities, which may include specific skills training, short-term work experience, and assistance to educators in developing job-related basic curricula. Other issues raised were: work force changes; access to the private sector; what employers might do; and what action is needed on all levels.

General Electric Foundation. Educators-in-Industry Career Guidance Programs Handbook. N.a.: Author, 1974. 23p.

Descriptors: Career Guidance Services; Handbook; School/Industry Relationship; Teacher Education

This handbook, prepared by the Office of Corporate Educational Relations Operation, General Electric Foundation, is designed to provide GE in-plant representatives with guidelines to assist them in developing and implementing local programs to provide educators, particularly guidance counselors, with "first-hand industrial experiences." Stressing the need for and benefits of local career guidance programs at General Electric facilities, the handbook also provides some general background information on GE's involvement in career guidance programs. Topical areas covered in this handbook include: 1) objectives of industry-education programs; 2) types of programs; 3) utilization of local resources; 4) organizational prerequisites, including a discussion of the importance of preliminary needs assessments and local advisory committees comprised of various community representatives to overall program effectiveness; 5) pre-program considerations; 6) program operations; and 7) program follow-up.

Gordon, Ruth Leeke, Betty; and Shook, Diane. Projects in Progress-FY 1978. A Report for the Coordinating Committee on Research in Vocational Education Columbus, OH: The National Center for Research in Vocational Education, February 1979. 243p.

Descriptors: Career Education; Curriculum Development; Demonstration Projects; Research Projects; Vocational Education

This compilation presents 321 resumes on ongoing projects in career education, vocational education, and education and work. These contract and grant awards are administered by the U.S. Office of Education's Division of Research and Demonstration (Bureau of Occupational and Adult Education) and Office of Career Education; the National Institute of Education; and the Fund for the Improvement of Postsecondary Education. These agencies form the Coordinating Committee on Research in Vocational Education. The publication is organized in three sections. Section I includes descriptions of the four agencies and key personnel; Section II contains the project resumes and appendixes; and Section III comprises six indexes: subject, project director, organization, responsible agency, geographic location (state and U.S. Congressional District), and contract/grant number. Project resumes are grouped by administering agency. Projects administered by the Division of Research and Demonstration are subdivided as follows: Programs of National Significance (Projects of National Significance, Personnel Development, the National Center for Research in Vocational Education, and Curriculum Coordination Centers), Bilingual Vocational Education, and Contract Program for Indian Tribes and Indian Organizations. Each resume includes bibliographic information and an abstract focusing on project objectives and procedures. Appendixes contain lists of institutions and teacher educators participating in the Personnel Development programs.

Grubb, W. Norton. "The Phoenix of Vocationalism: Hope Deferred is Hope Denied." In Reassessing the Link Between Education and Work, edited by Lewis C. Solomon. New Directions for Education and Work, no. 1. San Francisco, CA: Jossey-Bass, Inc., 1978.

Descriptors: Career Education; Educational Policy; School/Industry Relationship; Vocational Education

Vocational education continues to be popular despite persistent criticism and uncertainty about its value. Repeatedly it has been attacked for failing to fulfill the goals which have been set for it and repeatedly these criticisms have served to renew vocational education and to imbue it with increased confidence in its future. Though these waves of criticism and reform indicate vocational education's precariousness, the historical record shows that vocational education is inherently flawed for two reasons: it tries to teach the kinds of skills that are least effectively taught in the schools; and it embodies a notion of the role of the schools and a purpose within the schools that are both conservative and at odds with more democratic ideals. Based on these observations, this article examines vocational education over the past hundred years and identifies four "continuities" that have been made on behalf of the various forms of vocationalism. These claims are: 1) it will enable the schools to integrate various groups in the schools and then in the economy; 2) it can help solve certain economic problems, including unemployment and underemployment; 3) it has been promoted to resolve the problems internal to schools; and 4) it has been consistently advocated for its presumed ability to deal with social problems. This appeal of vocationalism has persisted for several reasons, including: Americans have shown a strong tendency to turn to the schools for solutions in periods of apparent crisis; vocationalism has always promised to help solve a variety of economic, social, and educational problems; and vocational education has continuously restated a particular model of the role of the schools and the relationship between school and work. What is needed, therefore, is a radical, progressive restructuring of vocational education with some different notions of what schooling ought to accomplish, including confining the schools' efforts to general skill training and providing specific skill training through on-the-job programs, apprenticeship programs, and special purpose proprietary schools.

Guzzardi, Walter. "Education for the World of Work." Fortune (October 1975): 124-129.

Descriptors: Education-Work Transition; Private Sector; School/Industry
Relationship; Youth Unemployment

Some of today's teenage unemployment can be blamed on poor connections between schooling and jobs. In many communities business people are collaborating with educators to bring the two worlds closer together. The collaboration will not be easy. The educational institution is heavily bureaucratized, bound to the methodology of the past, and slow to adjust to emerging needs, while the business institution has not yet fully recognized its stake in educational processes, nor the many ways in which it could strengthen them. Both sides lack confidence in each other. Still, the beginnings of collaboration are there.

This is the first in a series of articles in which Fortune examines the new ways in which business people and educators are working together at the critical interchanges between education and work. These innovations begin at the elementary school level, where in many school systems around the country the curriculum is infused with "occupational awareness." Even that early in the educational process, business is participating through the Joint Council on Economic Education, a combined effort of business, labor, and education, which awards scholarships to elementary school teachers around the country to enhance their understanding of the American economy.

The most critical juncture comes when teenagers make the difficult transition from school to work, and it is there that the greatest joint effort by business and education is going on. The decline in college enrollment and the reduction of the armed forces mean that teenagers are flocking in unprecedented numbers into the work force, and the high rates of unemployment among them (particularly among blacks) have made educators and employers aware of the vital need for a combined effort to combat this condition.

(This abstract was taken from Experiential Education in the Workplace: An Annotated Bibliography. Columbus, OH: National Center for Research in Vocational Education, 1979.)

Harbridge House, Inc. Education and Employment: Alternative Strategies for Improving Ties Between Vocational Education and Urban Labor Markets. Boston, MA: Author, March 1976. 76p.

Descriptors: Business Leadership; Educational Planning; School/Industry
Relationship: Vocational Education

The relationship between vocational education and the urban labor market in Massachusetts is analyzed, and strategies for improving the relationship are suggested. The analysis shows that, despite major public investments in skills training in Massachusetts, many students lack marketable job skills, and industry incurs significant training costs as a result. A fairly high level of mutual suspicion exists between business people and educators, and most businesses are unwilling to become involved on a large scale with the school system as a whole or with its vocational education program. In addition, state officials have not promoted the idea that business has an important stake in the educational system. Ways in which vocational education can be related more effectively to the needs of the labor market include the development of occupational forecasting, improvement of relations with business, and increased cooperation among the providers of vocational education. The establishment of a system of occupational forecasting to identify major shortage and surplus occupations for each labor market area in the state is recommended. To develop support within the business community, it is recommended that top-level business leaders be recruited to act as catalysts for organizing business support at the local level, and that a strategy for establishing local business-education groups be developed. Methods are also suggested for improving coordination within the Massachusetts vocational education system. (SHARE)

Harty, Sheila. Hucksters in the Classroom: A Review of Industry Propaganda in Schools. Washington, D.C.: Center for the Study of Responsive Law, 1979. 190p.

Descriptors: Curriculum Development; Information Dissemination; Instructional Materials; Literature Review; School/Industry Relationship

This is a controversial book because it dissects and criticizes the content of industry-prepared and distributed curriculum materials as well as the corporate motives behind the production of these mostly free materials. Because of the detail in which sources are discussed, this is also a reference book on materials rarely collected and reviewed. Chapters include skeptical analyses of promotional practices, nutrition education, nuclear power advocacy, environmental education, and economics education. The book also analyzes educator uses of materials, government regulation, industry self-regulation, and citizen initiatives. A useful bibliography and set of appendixes provide paths to alternative points of view.

Hill and Knowlton, Inc. Education and Industry Cooperate--Digest of Findings in a Study of Education-Industry Cooperation. New York: Author, 1952. 32p.

Descriptors: Business Leadership; Instructional Materials; Private Sector; School/Industry Relationship

This early study of industry/education cooperation served to set the guidelines for the American Iron and Steel Institute's educational services program, which is still in operation today. The study sought to identify effective materials and methods for education-industry cooperation and to determine whether industry-produced materials were meeting the needs of education. A nationwide survey was conducted of educational administrators and staff, through questionnaires, interviews, and consultation. Among the major findings were: 1) schools welcome industry's cooperation; 2) industry can improve its services to schools; 3) schools are most interested in direct cooperation (such as field trips to work sites); 4) materials must be well-prepared, carefully scrutinized, and continually evaluated; 5) more efficient distribution methods are needed; and 6) industry must be sensitive to the philosophy and principles of freedom of education. Twenty-five specific recommendations for closer industry-education cooperation are also included.

Hoyt, Kenneth B. Career Education and the Business-Labor-Industry Community.
Monographs on Career Education. Washington, D.C.: U.S. GOP, 1976. 22p.

Descriptors: Career Education; Private Sector; School/Industry Relationship

The two areas of expertise involved in career education--education and work--make it obvious that career education cannot be effective if only educators are involved. That is why, from the beginning, career education has been pictured as a collaborative effort involving educators, the business-labor-industry community, and the home and family structure. Without the active involvement of the business-labor-industry community both in policy formulation and program operations, the author asserts, it is becoming increasingly obvious that career education cannot succeed. This monograph consists of three papers prepared for presentation to conferences of business-labor-industry persons which address the roles and responsibilities, as well as advantages, for the private sector in collaborative career education efforts. The papers are: 1) "The Linkage of Education With the World of Work and Career Development"; 2) "Career Education and the Business-Labor-Industry Community"; and 3) "Career Education's Potential for Increasing Productivity."

Huffman, Harry. "Is Cooperative Vocational Education Unique?" In
Contemporary Concepts in Vocational Education. Washington, D.C.:
American Vocational Association, 1971. 6p.

Descriptors: Cooperative Education; School/Industry Relationship;
Vocational Education

This article discusses the components of cooperative vocational education, which include supervised on-the-job training, related classroom instruction, and vocational learning styles. The unique aspects of cooperative education are identified as: 1) the age group involved is in-school youth, many of whom barely meet minimum age requirements of child labor laws; 2) this is a program in which learning activities are shared between schools and business and industry in the community; and 3) the program is authorized by Congress and funded jointly by the federal government and the local communities. School and industry are the main organizations involved but often will involve a third organization relating to licensing. The benefits of this program to a community are highlighted, and a brief chronological history of cooperative vocational education is given.

Hutton, Carroll M., and Bramlet, Carl. "How Labor Unions Can Assist in Career Education." Reston, VA: National Business Education Association, October 1979. 10p.

Descriptors: Career Education; Education-Work Transition; Interinstitutional Cooperation; Organized Labor; School/Labor Union Relationship

This paper begins by stating the UAW's deep commitment to public education and career education in particular and quotes the UAW's official career education statement of January 1976: "...The UAW endorses the career education philosophy, and is willing to work with educators and others toward its implementation." The authors discuss ways in which unions are approaching areas of unmet needs in the education process, especially in the secondary education system, "where certain voids exist that create extreme difficulties for those who leave the educational process and enter the world of work." Two particular high school studies programs are described that were developed to enrich students' preparation for the world of work. "Project Labor" and "Detroit Pre-Employment Training" are programs developed by labor unions, work-education councils, school districts, teaching and administrative faculty members, and boards of education that involve students in realistic work activities and present subject material that will familiarize them with and better prepare them for the world of work.

Indiana Advisory Council on Vocational Education. Local Advisory Committee Handbook: Vocational Education. Indianapolis, IN: Author, 1976. 25p.

Descriptors: Advisory Committees; Community/Citizen Involvement; Cooperative Local Planning; Handbook; Vocational Education

This handbook was prepared to assist local education administrators and teachers in establishing and maintaining local vocational education advisory committees and helping the committee members to identify their roles and functions. This booklet begins with a definition of an advisory committee and then presents the policies of the Indiana State Board of Vocational Technical Education governing local advisory committees. Next, it covers the responsibilities and activities of the Indiana State Advisory Council for Vocational Education. Finally, it presents a suggested guide for local advisory committees (including definition, function, membership, and operation), and suggested functions for local advisory committees. The appendix includes an authorization form for the establishment of a local citizens' vocational advisory committee, samples of letters, agenda for meetings, advisory committee constitution and purposes, membership, and certificate of services; and a list of resources for information. (ERIC)

Institute for Responsive Education. *Education for All People: A Grassroots Primer*. Boston, MA: Author, 1979. 155p.

Descriptors: Advisory Committees; Community/Citizen Involvement; Educational Policy; Handbook

This document is the result of a three-year study of citizen participation in educational decision- and policy-making. The *Primer* is for individuals and grassroots organizations who want to help improve public schools. In this book, the term "grassroots" refers to a broad spectrum of Americans, many of whom are unemployed, and although they number in the tens of millions, they have little economic or political power and little influence over institutions, such as schools, that affect them. The *Primer* addresses the kinds of information that grassroots groups need to be effective and recommends specific publications and places to contact to get further information and help. Some of the chapters included in this publication are: "Public Schools: Knowing the Territory," which contains a brief section on advisory councils; "A Grassroots Guide to Getting Funds," with sections on obtaining funds from government, foundations, and corporations; "Federal Program Directory"; and "National Organization Directory."

Jastrzab, J., and Peter, D. "Results of a 1979 Pilot Survey of Massachusetts and Washington State Vocational Education Relationships Between Educators and Employers." Cambridge, MA: Abt Associates, 1979. 22p.

Descriptors: Advisory Committees; School/Industry Relationship; Vocational Education

This report describes the findings of a 1979 pilot survey of the relationship between vocational education and employers in the states of Massachusetts and Washington. The purpose of this survey was to determine the extent of coordination between educators and employers in the areas of training programs, curriculum design, and new job creation for youth in vocational education programs. Findings related to local vocational education advisory councils noted that these advisory panels are required by state law for each vocational education school and include representatives of industry and community for the purpose of formulating educational policy. These advisory panels are often quite large (some have up to 150 members). However, they appear to have very little (if any) impact on school policy. At best, they serve as a means of information dissemination but do not usually exert direct control on curriculum or training.

Contact between educators and industry is generally initiated by the school personnel. However, in areas where there is a shortage of skilled laborers in a given field, there is an increased likelihood that business will initiate the contact--that is, when business firms have difficulty recruiting individuals, they will contact the schools to solicit their help in meeting their staffing needs.

Jeffords, James M. "Legislation and Rural Living." VocEd. 55: 3 (March 1980): 23-26.

Descriptors: Advisory Committees; CETA-Vocational Education Coordination; Cooperative Local Planning; Federal Legislation; Rural Education; Vocational Education

The author, a key member of the House Education and Labor Committee, describes the value to rural areas of federal legislation dealing with the relationships among employment, vocational education, and economic development. The article is organized around three main points: the unique employment characteristics of rural areas; how vocational education can help meet these issues; and the opportunities and limitations of federal funding initiatives for vocational education. Special attention is paid to the development of programs operated in conjunction with development agencies and designed with the unique characteristics of rural areas and populations in mind. The active role of local and state advisory councils in the vocational education planning process--creating "blueprints for action"--is seen as an important factor in building inter-sector and inter-agency linkages.

Kemble, Eugenia. "Our National Education and Work Policy: Pitfalls and Possibilities." A position paper of the American Federation of Teachers (AFT) Task Force on Educational Issues, 1977. 13p.

Descriptors: Adult Education; Career Education; Education-Work Councils; Educational Policy; Organized Labor

This position paper deals with programs aimed at "hands-on, real life" experiences for youth, career education, and adult education. The author takes a pessimistic, and somewhat cynical, view of career education, stating that such programs may stifle young students' imagination regarding career choices by narrowing their educational focus, thereby narrowing their salability, and that "career education promotes social tracking and will inevitably end up maintaining class and racial educational differences." The author feels, however, that career awareness programs are valid and that career guidance and counseling and adult education programs should be expanded. On the topic of education and work councils, the AFT report states that "cooperative education and work community councils should in no way undermine the authority of publicly elected or appointed school boards.

Kemp, Dona M.; Waller, John D.; and Scanlon, John W. Report on Regional Education Service Agencies in Appalachia. Washington, D.C.: The Urban Institute, August 1976. 102p.

Descriptors: Cooperative Local Planning; Educational Planning; Regionalization; Rural Education; State-Local Linkages

This report presents a description of the Appalachian Regional Commission's (ARC) Regional Education Service Agency (RESA) program. RESAs are organizations established to provide a range of educational services on a regional basis. Each RESA has a Board of Directors to provide policy directions, an executive to administer the organization and its programs, and a staff to provide services to local agencies and area residents. RESA Boards of Directors are composed minimally of local public school superintendents but frequently also include presidents of area public postsecondary institutions and directors of public social service agencies.

The RESA acts as a mechanism to offer services on a regional basis by combining some of the education resources flowing to existing agencies. The funds may come directly from federal, state, or local sources, but in all cases, the funds come through existing agencies. RESAs may plan, develop, operate, or coordinate regional education and training programs. Major sections of this report describe organizational characteristics, RESA relationships with other agencies, planning and implementation of RESA activities, program descriptions and objectives developed by ARC and the RESAs themselves. Districts and other regional and community groups are identified.

Kirst, Michael W. "Returning Local Initiative to School Policymaking." The Generator 7:3 (Summer 1977): 1-4.

Descriptors: Collaborative Mechanisms; Community/Citizen Involvement; Cooperative Local Planning; Educational Cooperation; School/Community Cooperation

The thesis of this article consists of four points: 1) over the last two decades, public education has become legalized, centralized, and bureaucratized at an alarming rate, leading to a remarkable shift in the sources of authority over education; 2) the big losers in this process have been the local school boards and the staff and parents at the individual schools, who no longer initiate but rather react to education policy; 3) school governance mechanisms are needed to blunt these centralization trends without repealing progress in equal rights; 4) following the disappointing experience of advisory councils and other decentralization techniques, a more promising approach is school site councils with decision-making authority in areas of budget, personnel, and curriculum. While major revisions in state education codes would be necessary for full scale implementation, examples are given of California school districts which have used discretionary resources to empower school site decision-making. School-site decisions would result in diversity in program emphases: basics, arts, bilingual, vocational, etc., within common core constraints. The article addresses citizen and parent participation on councils and does not address employer or labor roles.

Knowles, Asa S., and Associates, eds. Handbook of Cooperative Education. San Francisco, CA: Jossey-Bass, Inc., 1971. 386p.

Descriptors: Cooperative Education; Handbook; Postsecondary Education; School/Industry Relationship; Work Experience

This book deals with several aspects of cooperative education at the postesecondary level, including its philosophy, purposes, advantages as a device for recruiting qualified employees, and potential for solving problems of curricular relevancy in higher education. The book is divided into six major sections. The first section discusses the history of cooperative education and its philosophy. The second section describes several types of cooperative education programs, including programs sponsored by community and junior colleges and industry-sponsored programs. The third section examines the operation of programs. The fourth section discusses program administration. The fifth section highlights the relevancy of cooperative education to special groups, particularly to minorities and women. The final section provides information on the development of cooperative education programs and includes a discussion on the future of cooperative education. The book also contains five useful appendixes, including a list of colleges and universities offering cooperative education programs and a list of colleges and universities supported under the cooperative education program for FY 1970.

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Kopp, Lee, and Cap, Orest. Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124. Columbus, OH: Ohio State University, National Center for Research in Vocational Education, 1977. 49p.

Descriptors: Literature Review; Personnel Development; Private Sector; School/Community Programs; Vocational Education

Effective strategies to maximize the input of business, industry, and labor in vocational education personnel development programs are the focus of this information analysis paper. Topics developed in the paper include program development aspects of business, industry, and labor linkages with vocational education, as they concern advantages of educators establishing these linkages, and constraints to establishing these linkages. Successful examples of linkages, described in terms of benefits and prevailing patterns of programs, include the following: 1) personnel exchange programs, which provide opportunities for short-term, up-to-date work experiences for vocational educators; 2) cooperative internship programs, which provide relevant educational experiences that cannot be obtained through university instruction; and 3) business/industry/labor programs, which include industry-education councils, workshops, seminars, conferences, plant visits, and fellowships. Research dealing with these training programs is briefly discussed. Summary observations based on the literature review concerning the present state of business, industry, and labor linkages with vocational teacher education departments are presented. (ERIC)

Kuykendall, Crystal. Developing Leadership for Parent/Citizen Groups. Columbia, MD: The National Committee for Citizens in Education, 1976. 60p.

Descriptors: Community/Citizen Involvement; Community Organizations; Handbook; Parent Involvement; School/Community Cooperation

This document is a pragmatic handbook and guide to strategies and tactics of organizing parent groups to work with schools. Chapters include: Styles of Leadership, Being a Leader, Making Groups Work, and Motivating Others. Attention to details (e.g., meeting time, place, babysitting) is well balanced with attention to basic issues of process and substance. Assessments of group capabilities, timing of actions, building a power base, and evaluating group process are all emphasized. Written for organizers of parent groups, the booklet has clear, useful insights of general value, but it does not address issues specific to collaboration among institutional interests such as business. labor, government, and education.

Lauwerys, Joseph A., and Scanlon, David G. "Education Within Industry." In The World Book of Education, 1968. New York: Harcourt, Brace & World, Inc. , 1969.

Descriptors: Case Studies; Job Training; Private Sector

The general introduction deals with the use of education and training by industry. Vocational and professional training is now viewed by many countries as a capital investment with measurable economic return. Highly technical companies often compete successfully with the traditional professions for the most highly gifted scientists and engineers. While public education can and does provide broad-based technical and professional training, industry may find it necessary to provide training in those processes and techniques which are rapidly changing. Inculcating appropriate social attitudes among managers and trade union officials often leads to conflict rather than cooperation because each group has acquired its attitudes through separate sets of experiences, such as in college or in the trade union movement. The need is to extend general education to managers, union representatives, technologists, technicians, and workers so that they share in the same formative experiences. This is particularly important in democratic countries.

The remainder of the book breaks down into three sections and a total of 38 chapters. Section I deals with the theoretical aspects of vocational and technical training with education, industry, the economics of education, and the sociological aspect representing the areas of focus. Section II covers industry and vocational training in various sectors of the world: northwest Europe, USSR and Eastern Europe, Africa, Asia, North America, and South America. Section III provides case studies describing various types of training available throughout the world. Developing and developed countries, together with multinational companies, are discussed.

Lazerson, Marvin, and Grubb, W. Norton, eds. American Education and Vocationalism: A Documentary History 1870-1970. Classics in Education No. 48. New York: Columbia University, Teachers' College, 1974. 176p.

Descriptors: Literature Review; Program Effectiveness; Vocational Education

The authors analyze the historical development of vocational education in the United States from 1870 to 1970, distinguishing between the stated intentions and outcomes of the programs. The goals, policies, and expectations of programs are comprehensively compared, and arguments for and criticisms against vocationalism in the schools are examined. A review of the vocational literature and related studies is used to evaluate program trends and objectives. According to the authors, despite the innovations of the 1960s and early 1970s, arguments and conflicts remain that are markedly similar to those that prevailed at the beginning of the century--e.g., those arising from the expectation that vocational education would solve economic problems and serve as a mechanism for integration. Another enduring trend is the nature of vocational education's shortcomings: its narrowness and inability to respond to the economy's training needs; its contribution to a dual education system; and its stifling of equality of educational opportunity for the working class and the poor. Nevertheless, the authors indicate vocational education has accepted the ethic of the corporate order and the importance of economic considerations in vocational education programs.

Lecht, Leonard., and Matland, Marc A. Involving Private Employers in CETA Programs: A Case Study. New York: The Conference Board, June 1979. Six chapters with appendixes.

Descriptors: Case Studies; CETA-Private Sector Coordination; Federal Legislation; On-the-Job Training; Program Effectiveness

This report presents the findings of a series of case studies of nine CETA prime sponsors. The study attempts to assess the economic, organizational, political, and social factors facilitating the involvement of private employers in local CETA programs. Among the major findings of the case studies were: 1) local unemployment rate was only one among several important factors influencing private sector participation in CETA programs; 2) a majority of on-the-job (OJT) and classroom training placements took place in establishments employing 500 or fewer persons; 3) state and local government agencies, together with community organizations, accounted for over half the membership of the planning councils in the nine prime sponsorships; 4) the placements of enrollees following CETA skills training programs were concentrated in selected fields providing many entry level positions; 5) NAB was typically in an inactive relationship with the local prime sponsor; 6) prime sponsors with strong linkages with businesses usually placed skill trainees in private for-profit firms; 7) employers who had been involved in OJT programs held a more favorable view of the CETA program than those employers with no OJT involvement; 8) employers holding OJT contracts cited training subsidies or labor shortages as their primary incentives for participation; 9) greater subsidies or tax incentives were the employers' primary recommendations for increasing business participation in CETA training programs; and 10) the political philosophy of the local business or political leadership typically had little bearing on prime sponsors' ability to involve employers in their program. The book makes several policy recommendations for achieving greater involvement of the private sector in CETA programs, including: expanded use of tax incentives and increased wage subsidies as inducements to employers; changes in national fiscal and monetary policies designed to cool inflation and to expand aggregate demand; changes in DOL policy aimed at cutting unnecessary "red tape" and providing greater technical assistance to prime sponsors; and changes in the policies of prime sponsors designed to increase business involvement in planning councils, to expand the use of innovative job development or OJT programs, and to coordinate more effectively their efforts with local economic development programs.

Lesher, Richard L. "Career Education: A Call for Action." Training and Development 31:6 (June 1977): 14-17

Descriptors: Career Education; Community/Citizen Involvement; Industry-Education-Labor Councils; School/Community Cooperation

The author, President of the U.S. Chamber of Commerce, bases "the need for a stronger partnership between education and business" on "widespread and growing criticism of our schools." Basic economic understanding and marketable skills are viewed as the critical areas in which schools are failing to prepare students. The author lists eight requests business asks of schools: discipline of student behavior as preparation for careers; emphasis of basic reading, writing, and computation skills; keeping pace with changing "realities"; inclusion of parents and business-industry-labor groups in the formulation of education policy; effective service for the majority who will not complete college; learning opportunities "outside the present structure of formal education" to relieve student isolation; "fair and realistic statistical measures of school output"; and accountability for career preparation. The article emphasizes the continuity of education and work, the need for information, and the necessity of personal interaction between students and working adults in the community. Varieties of mechanisms for attaining career education objectives are highlighted.

Levine, Herbert A. "Union-University and Inter-University Cooperation in Workers' Education in the U.S.A." Information Paper for the International Labour Office Symposium on the Role of Universities in Workers' Education, Geneva, November 1973. 56p.

Descriptors: Case Studies; Colleges/Universities; Labor Studies; Organized Labor; School/Labor Union Relationship

This paper highlights some of the principles and features of union/university and inter-university cooperation in workers' education in the U.S. It is designed as a discussion paper for those considering entering into these forms of collaborative efforts in workers' education and examines three areas: arguments both for and against union-university and inter-university collaboration, and guidelines for such collaboration; examples of collaboration, and a look at the collaborative efforts between Rutgers University and the New Jersey Labor movement (since 1931); and issues in union-university collaboration and an outline of some new directions on the American scene.

Lewin and Associates, Inc. Education and CETA: A Coordination Guide for Adult Education and Vocational Administrators. Washington, D.C.: Author, March 1976. 52p.

Descriptors: CETA-Education Coordination; Cooperative Local Planning; Federal Legislation; Program Coordination; Vocational Education

Coordination guidelines for vocational and adult education and CETA programs are presented. The guidelines were prepared for education administrators at the state and local levels and are intended to serve four major purposes: 1) explain CETA and how it works; 2) point out potential areas for coordination which may benefit clients and administrators of vocational and adult education and CETA programs; 3) present a brief and practical analytical framework for identifying other coordination arrangements; and 4) review key management techniques that have proven to be of value in the negotiation and implementation of coordination arrangements. It is recommended that a simultaneous review of agency and leadership objectives be carried out by education and CETA administrators as a legitimate step in the identification of coordination arrangements that will ultimately strengthen program services to individuals in need. CETA legislation, regulations, activities, and issues are summarized, and the relationship between vocational and adult education programs and CETA programs is assessed. Specific examples of coordination opportunities are provided, including: the combining of resources to develop a CETA career education referral center; combining resources in a bilingual occupational training program; utilization of common labor market advisory committees; combining resources to build a community career development center; combining resources to develop an automated management information and evaluation system; and providing work experience and youth employment to school dropouts. The process of identifying coordination arrangements and putting them into effective operation is detailed. (SHARE)

Lusterman, Seymour. Education in Industry. New York: The Conference Board, 1977. 97p.

Descriptors: Business Leadership; Career Development; Job Training; Private Sector; School/Industry Relationship

The purpose of this publication is to present a fairly comprehensive overview of the current policies and practices used within the corporate education and training system. Specifically, the report describes education-training programs among some 610 companies having 550 or more employees, explores factors that may account for differences in these programs' scope and character, and examines current trends and some of the changes of the past. Viewing education and training as subsystems of a larger system by which companies seek to ensure that skilled manpower is available and that it is optimally productive, the report maintains that corporate education and training activities result from three basic needs: 1) accommodation of turnover and personnel growth rates; 2) receptivity and adaptation to changes in technology and in the physical, social, and political environment; and 3) improvement of employee skills and performance. Moreover, these needs hang in a dynamic balance and may or may not be repetitive. Some of the resources available to companies for responding to these needs are company-designed and sponsored courses and tuition-aid program courses. Measures of the scope of corporate education and training are also presented, including prevalence of funded course programs; number and type of employees participating in them; and the dollar expenditures for them. Other aspects of corporate education and training programs which are addressed in this report include: 1) staffing and organization patterns and trends; 2) the use of outside resources; 3) after-hours and during-hours company programs; and 4) the relationship of industry to the schools. Of particular note in the chapter devoted to the industry-school relationship is the fact that most business executives "think poorly of the present performance of schools and colleges in preparing people for work." Brief profiles of company programs are also included.

Lusterman, Seymour, and Gorlin, Harriet. Educating Students for Work: Some Business Roles. New York: The Conference Board, 1980. 62p.

Descriptors: Education-Work Councils; Education-Work Transition; Private Sector; School/Industry Relationship; Work Experience

This survey of 756 firms with 250 or more employees was designed to provide information on activities involving company personnel in training, teaching, counseling, or supervisory relationships with students, teachers, and counselors at the workplace and in the classroom. Overall, the study found that private sector school-to-work programs have not increased measurably in recent years and are not likely to grow in the future, despite the fact that such programs are fairly widespread and despite "the prominence given in recent years to the issue of education for work... and such private initiatives as... local education industry-sector councils..." The authors do point out, however, that the heightened efforts now being made in many communities may bring some change and they state "most important, perhaps, new organizations like the Education-Work Councils, may come into being to promote industry-education cooperation." Specific survey results regarding business-provided work experience for students (e.g., cooperative education, work-study programs, and summer programs) are presented, together with information on indirect contact with students (e.g., teacher training and materials development). Charts and tables are included throughout the text.

Martorana, S. V., and McGuire, W. Garry. Regionalism and Statewide Coordination of Post-Secondary Education. University Park, PA: Center for the Study of Higher Education, The Pennsylvania State University, Report No. 26, September 1976.

Descriptors: Educational Planning; Program Coordination; Regionalization; State Departments of Education

This document reports initial findings of a continuing study of a new American post-secondary educational planning and coordination concept and its implementation in several states of the nation. This concept is regionalism; its implementation is regionalization. Regionalism of post-secondary educational resources, as described in this report, is a newly developing form of coordination which has arisen from two separate but parallel trends of interest in a coordination of post-secondary education. One of these trends is the shift of attention from individual institutions to a state-wide perspective and a related systematic system-wide concept to post-secondary education. The other is an increased interest by institutions themselves in voluntary inter-institutional cooperative and collective activities. The major purposes of this study are to establish a baseline body of information about: 1) the extent to which regionalism prevails in the planning and coordinating concept within state-wide systems of post-secondary education; and 2) the salient descriptive characteristics of this new development.

The report is divided into nine parts. Following the introductory section, seven parts deal with substantive findings concerning incidences of regionalization: factors influencing such action; patterns of regionalization; objectives; substance of authority; governance and administration; and funding. The last section is a summary commentary on these findings. This study finds that several factors encourage regionalism when they exist in a state. A primary one is the leadership posture assumed and role played by state level boards or commissions with official responsibility for the general surveillance of the state's post-secondary enterprise or for a major segment of the enterprise. No generalizable pattern appears evident among the approaches to regionalism reported by the several states. Foremost encompassing plans were: 1) broad regional needs, 2) specific program or section needs, 3) interstate arrangements, and 4) specific area needs. The report finds that there is no evident justification for support of any one or even a few of the several patterns identified. The report concludes that new forms of provision of post-secondary education are in the making.

McGowan, Eleanor Farrar, and Cohen, David K. "Career Education--Reforming School Through Work." The Public Interest 46 (Winter 1977): 28-47.

Descriptors: Career Education; Educational Policy; Private Sector; School/Community Cooperation; Work Experience

The authors analyze the career education movement as indicative of major shifts in popular notions about the purposes and content of schooling. Referring to "the new romance of work" as the theme underlying the popularity of career education concepts, they argue that "work is not what the reformers would like to believe" and that work suffers from the same defects that reformers are seeking to change in school, namely, boredom, repetitiousness, and lack of authenticity. Referring to the concept of collaboration, they state that the social division of labor in America creates powerful barriers to any serious allocation of responsibility among business, education, and labor.

Noting that the ideas of career education and experiential learning may be valid despite institutional constraints on their effectiveness, the authors conclude that inventing new community institutions may be preferable to assuming that family, business, unions, and other existing community institutions are able to make up for deficiencies by working with schools as equal partners.

The Minnesota CETA-Education Task Force. Planning Together: A Guide for CETA and Education Program Planners. St. Paul, MN: Minnesota Department of Education, CETA-Education Linkage Unit, August 1979. 26 p.

Descriptors: CETA-Education Coordination; Collaborative Mechanisms; Cooperative Local Planning; Handbook

This guide to effective joint planning by professionals in education and CETA agencies was sponsored by the National Association of State Boards of Education. It is aimed at newcomers to the CETA-LEA planning process. The ten pages of text concentrate on familiarization guidelines. The 15 pages of appendixes are technical budget and formal agreement samples taken from Minnesota agencies to compare CETA and LEA budget and program reporting formats. Overall, the guidelines are sensitive to institutional differences in procedure and style and offer sensible advice on how to begin to get past the differences.

Mott, Charles Stewart, Foundation. 1978 Annual Report. Flint, MI: Author. 85p.

Descriptors: Community/Citizen Involvement; Cooperative Local Planning; Community Organizations; Financial Support; School/Community Programs

The Charles Stewart Mott Foundation, established in 1926, has as its major concern "the well-being of the community: the individual, the family, the neighborhood, the systems of government...The purpose of the Mott Foundation is to identify and demonstrate principles which, in application, strengthen and enrich the quality of living of individuals and their community." The principles by which the Foundation organizes and interrelates its grantmaking are: opportunity for the individual; partnership with the community; effective functioning of community systems; and leadership as the mobilizer. Since its beginning, Foundation programs have emphasized neighborhood involvement--cooperative efforts among individuals, institutions, and community groups. The focus of the programs is often the development of the child, exploring education, health, social life, and opportunities. During the mid-1960s, the Foundation began to look closely at housing and adult education. Goals for programs were construction of housing for low- to moderate-income families, rehabilitation of substandard housing, and cooperation with other agencies in planning. At the same time, the Foundation developed an adult education program which conducted classes and provided counseling services in home maintenance, management techniques, and community responsibility. In the 1970s, the Foundation committed itself to strengthening and revitalizing central cities and run-down neighborhoods.

National Advisory Council on Vocational Education, School-to-Work Project Team. Final Report: School-to-Work Project. Washington, D.C.: Author, 1976. 19p.

Descriptors: Education-Work Transition; Job Placement; School/Industry Relationship; Vocational Education

This report reviews a school-to-work project that focused on the development and implementation of a strategy to improve the school component of the job placement process. The National Advisory Council on Vocational Education was assisted by the National Association for Industry-Education Cooperation and the American Telephone and Telegraph Company in the development and testing of its school-based job placement model.

The first section describes the research, development, and dissemination phases of the school-based placement concept. The second section recounts the achievements of the project including: technical support and encouragement to school-based job placement; identification of new placement programs; and the completion of a manual to serve the needs of persons who wish to learn how to provide school-based job placement. The final chapter examines several steps to expedite school-based placement; a clearer portrayal of the school-to-work concept; measurements and reports of the impact of school-based job placement; and the need for universities and colleges to prepare graduates to reduce the barriers between school and work.

National Advisory Council on Vocational Education. Report on Urban Vocational Education. Washington, D.C.: Author, November 1974. 17 p.

Descriptors: Career Guidance Services; Job Placement; Job Training; School/Industry Relationship; Vocational Education

The National Advisory Council on Vocational Education conducted hearings in Washington, D.C., Pittsburgh, Atlanta, Los Angeles, and Houston to gather information on the status of vocational education in urban areas. The report summarizes the testimony of the hearings and identifies several common urban problems: demand for vocational education training exceeds current faculty and facilities; expansions and improvement and center-city vocational education programs require increased funding; too many students are trained in fields where there are few jobs; cooperative efforts between educators and the business, industry, and labor communities need to be increased; there is a general need for more and better counseling and the development of effective placement programs; parents, teachers, and administrators continue to assume that all students should be pushed to go to academically-oriented four-year postsecondary institutions; opportunities to maximize the efficiency of the city-wide system are missed due to a reluctance to utilize the resources of the private schools; schools could do more to address the problems of sex and race discrimination in career counseling, training, and placement; and there is a lack of adequate programs to provide vocational training for handicapped students. The report lists 17 recommendations for improvements. (ERIC)

National Advisory Council on Vocational Education. Youth Unemployment: The Need for a Comprehensive Approach. Washington, D.C.: Author, March 1977. 16p.

Descriptors: Education-Work Transition; Program Coordination; Students; Vocational Education; Work Experience; Youth Unemployment

Current youth unemployment problems are multi-faceted and range in severity from mild to extreme. This report examines the various dimensions of the youth unemployment problem and strongly urges the adoption of manpower and labor market policies which are compatible with national macro economic policy. Attempting to place the magnitude of youth unemployment within the span of the next decade, the report makes some of the following observations and recommendations: 1) demographic changes in the next few years may result in considerable labor shortages, therefore, the problem should be dealt with on a yearly basis; 2) youth unemployment must be considered in a broader context, which includes counseling, education, and skill training; 3) public service employment opportunities should be closely coordinated with education and training programs to ensure that youth participating in public service job programs will be equipped to compete for jobs in the private sector; 4) any new legislation designed to reduce youth unemployment should include provisions for coordination of planning and program activities between vocational education and all related programs at the federal, state, and local levels; and 5) greater cooperation among industry, labor, education, and manpower programs must be established to replace the present patchwork approach to the education-work transition of youth with a more stable and comprehensive policy.

National Association for Industry-Education Cooperation (NAIEC). Journal of Industry-Education Cooperation 1:1 (1979). 48p.

Descriptors: Industry-Education-Labor Councils; Information Dissemination; Private Sector; School/Industry Relationship

NAIEC plays a national leadership role in the industry-education movement and provides a framework for the identification and evaluation of the varied activities which mesh education with the economy. This new journal provides a forum for related issues and assists NAIEC in reaching its goals. The Journal features articles authored by recognized authorities in fields such as economic, career, and consumer education; economic development; school-based job placement services; educational management; staff and curriculum development; community resources workshops; and industry-sponsored materials. This issue includes articles on: education's role in industry-education cooperation; industry-education councils; industry-education cooperation in implementing school-to-work programs; and community resources workshops. Brief reviews of relevant publications are also included.

National Association for Industry-Education Cooperation and the National Advisory Council on Vocational Education. Placement Services--A Training Manual. Ann Arbor, MI: Prakken Publications, Inc., 1977.

Descriptors: Career Guidance Services; Handbook; Job Placement; School/Community Programs

This manual is an instructional package developed and tested for utilization by education administrators responsible for the implementation of school-based job placement. The manual contains twelve chapters divided into three sections: "Doing Something About Job Placement"; "Laying the Groundwork"; and "How to do the Job." Each of the twelve chapters includes a set of stated objectives, discussion of topic concepts, suggested learning activities, and references and suggested readings which present supplemental as well as alternative models and procedures of job placement. Included in the manual are samples of materials for a job placement program, such as job order and job referral forms, an early leaver counseling interview guide, and urban, rural, and suburban flow chart models of job placement programs.

National Association of Secondary School Principals. Taking Action: Implementing Action Learning. Film strip, Reston, VA: 1975.

Descriptors: Advisory Committees; Audio-Visuals; Cooperative Education; School/Community Cooperation; Volunteers; Work Experience

The filmstrip and its guide were developed to illustrate the process of implementing action learning in a school. A companion filmstrip, What is Action Learning?, gives the rationale and objectives for community-based education generally. Forming a community advisory committee is described as the "first and most important step for establishing an action learning program." Action, or "experiental," learning is defined as any use of community stations to provide learning opportunities for youth beyond the classroom, including work experiences, internships, volunteer and service projects, and field research and practice. Citizen participation is important in locating learning stations, shaping curricula, working with students, and informing the community. Practical guidelines are provided for practitioners of action learning.

National Association of State Boards of Education. CETA/YEDPA Education Policy Issues and Recommendations. Washington, D.C.: Author, 1979. 36p.

Descriptors: CETA-Education Coordination; Educational Planning; Program Coordination; Program Effectiveness; Technical Assistance

As part of the study of the implications for the public school system of YEDPA, NASBE convened a National Task Force on Youth Employment Policy whose purpose was to identify and address the basic educational issues of CETA/YEDPA. This report summarizes the concerns and recommendations of the Task Force which organized its activities around six major concerns: 1) education credit for work experience; 2) governance issues; 3) career guidance and counseling; 4) program development for special populations; 5) school facilities, personnel, and public service employment; and 6) private sector, manpower, and education agencies.

In general, Task Force members were concerned about meeting the needs of the populations specified in the legislation, that available resources be used to the fullest extent, and that comprehensive planning documents be either developed or consolidated at all levels--federal, state, and local. More specifically, the recommendations of the group could be described as needs for the following: 1) collaboration at all levels between relevant education and employment and training agencies; 2) assessment of existing programs, determination of their effectiveness, and identification of exemplary programs suitable for replication; 3) technical assistance to enhance the effectiveness of existing programs or to provide information to potential CETA/YEDPA service deliverers.

National Commission for Manpower Policy. An Enlarged Role for the Private Sector in Federal Employment and Training Programs. Fourth Annual Report to the President and Congress of NCMP. Washington, D.C.: Author. December 1978. 134p.

Descriptors: CETA-Private Sector Coordination; Employment and Training Programs; Employment Policy; Federal Legislation; Private Sector

The Commission's report discusses: 1) the uncertainties in the current economy and their implications for the training and employment of the structurally unemployed; 2) the need for new linkages between public and private sector institutions; and 3) the relative merits of job creation programs in the private versus the public sector.

This report recommends that the policy and program initiatives that Congress enacted in 1978 to encourage the more active participation of the private sector in federal job creation programs be kept in place and strengthened over a sufficient period so that a fair test can be made of the potential of the private sector to contribute, and urges financing of the Private Industry Councils. In addition, the Commission examined the relative merits of job creation programs in the public and private sectors, via public service jobs and tax credits. The Commission found that the net budget costs per job created are similar in both sectors. The report suggests that the Secretary of the Treasury, in devising the regulations for the Targeted Jobs Tax Credit, seek a balance between minimizing unintended uses of these credits by private employers and not discouraging their active participation through excessive monitoring and paperwork, or too many constraints on eligibility.

National Commission for Manpower Policy. From School to Work: Improving the Transition. A Collection of Policy Papers Prepared for the National Commission for Manpower Policy. Washington, D.C.: U.S. GPO, 1976. 309p.

Descriptors: Education-Work Councils; Education-Work Transition; Job Training; School/Community Cooperation; Youth Unemployment

This collection of papers was commissioned to aid the National Commission for Manpower Policy in formulating policy recommendations on the crisis of youth employment and the transition from school to work. The papers cover federal policy, the youth labor market, corporate hiring practices, youth competencies, employment and training programs for youth, education/work linkages, informational needs, apprenticeship, disadvantaged youth, and foreign experience with the youth transition. These papers served as the basis for a conference from which the following major concerns emerged: 1) national policy should focus on broadening opportunities for those youth who face major obstacles in the transition from school to work, particularly women and minority group males; 2) there is a need for much greater integration of work experience with schooling, by bringing school and community into new and effective relationships; 3) the youth unemployment problem must be addressed within the framework of a national full employment policy; 4) there is a need to explore whether the monies currently being spent on youth transition might be more productively spent on basic skills acquisition; and 5) the serious problem of unemployed, out-of-school youth must be dealt with locally and cooperatively by schools, employers, and unions.

National Commission on the Reform of Secondary Education. The Reform of Secondary Education: A Report to the Public and the Profession. New York: McGraw-Hill, 1973. 188p.

Descriptors: Advisory Committees; Career Education; Career Opportunities; Community/Citizen Involvement; Educational Reform; Elementary and Secondary Education

Since its inception, the American secondary school has been beleaguered by crises. Against the backdrop of the high school's "tempestuous" history, this report presents the 32 recommendations of the National Commission on the Reform of Secondary Education, organized and sponsored by the Charles F. Kettering Foundation. Acknowledging that secondary school reform requires the concerted efforts of many people in the community, and not just educators, the report makes the following recommendations: 1) expanded involvement of the "total" community in determining secondary school expectations; 2) development of expanded career opportunities which provide students with a broad spectrum of local career opportunities; 3) creation of career education advisory councils composed of representatives from labor, business, community, students, and former students to assist in planning and implementing career education programs in comprehensive high schools; 4) development of an array of alternative paths to high school completion; and 5) dropping the formal school-leaving age to 14.

National League of Cities/U.S. Conference of Mayors. CETA and Youth: Programs for Cities. Washington, D.C.: Author, 1976. 72p.

Descriptors: Case Studies; CETA-Education Coordination; CETA-Labor Coordination; Education-Work Transition; Youth Unemployment

Innovative youth employment and school-work programs implemented under the Comprehensive Employment and Training Act of 1973 (CETA) were identified by the Youth Services Project of the National League of Cities and the United States Conference of Mayors. The 10 programs use a variety of approaches for coordinating services with other city services. Schools are linked with work settings, public resources with the private sector and labor, supportive services with skill training, and CETA funds with other funds. The descriptions of these programs include each program's history, design (planning, operation, and administration), and unique characteristics. With one exception, the discussions focus on the 1975-76 program year. A chart summarizes information on the demographic characteristics of each city, the CETA office at the local level, the total amount of funding, the agencies involved, the number of persons served, and the activities undertaken. A policy statement on youth, a National League of Cities resolution on youth services programs, and a United States Conference of Mayors resolution on comprehensive youth services are appended. (SHARE)

National Manpower Institute. Job Placement Services for Youth. Washington, D.C.: Author, 1978. 44p.

Descriptors: Case Studies; Education-Work Councils; Job Placement; School/Community Programs

This report describes job placement services for youth in communities throughout the country. The paper covers school-based programs; public Employment Service programs; cooperative school/Employment Service programs; services offered by CETA prime sponsors, community-based organizations, and private fee-charging agencies; and business and labor-based programs. Each section includes case studies of on-going programs. The paper also considers some critical issues that education-work councils may face as they endeavor to strengthen placement efforts as a key component in the transition process.

The appendixes include a listing of resource persons and organizations and an annotated bibliography.

National Manpower Institute. Work and Service Experience for Youth. Washington, D.C.: Author, March 1978. 155p.

Descriptors: Education-Work Councils; School/Community Programs; School/Industry Relationship; Service-Learning Programs; Work Experience

This publication looks at programs that combine classroom education with work and service experience planned and arranged for by secondary and post secondary institutions working with employers. The report begins with a discussion of the ways in which youth benefit from work and service experience, followed by: 1) an examination of the critical issues, constraints, and programmatic approaches to mixing work and education from the educator's, employer's, and union's perspectives; 2) an analysis of the roles and strategies for action that collaborative councils can perform to enhance work and service experience in their communities; and 3) a comprehensive set of appendixes designed to aid program administrators who wish to read further in the general area of work and service experience education or who need technical assistance with specific implementation programs. The appendixes include profiles of representative programs, resource organizations, federal programs, annotated bibliography, and selected references.

National Office for Social Responsibility. NOSR Process for Program Development. Youth Work Experience Application Guide 1: Formation of the Councils. Arlington, VA: Author, 1976. 25p.

Descriptors: Advisory Committees; Collaborative Mechanisms; Community/Citizen Involvement; Handbook; Work Experience

This report describes a model youth work experience program for delinquent and predelinquent youth that was designed, implemented, and evaluated in the years 1974 through 1976 by the National Office for Social Responsibility (NOSR) and the city of Oakland, California.

Three major elements contributing to positive youth development are access to roles (involvement in satisfying, rewarding, and legitimate social roles); positive labeling (being viewed constructively and positively by parents, teachers, and friends); and integration into the community. Central to the strategy is the belief that young people are in a position to know what they need for positive development. Youth needs assessment is an important element in the design of a youth work experience program. The NOSR model is designed to involve and organize diverse elements of the community to insure a comprehensive and prescribed process of accountability, reduce duplication of services, coordinate activities of agencies and organizations, and facilitate the delivery of comprehensive services to youth. The community council provides resources and recommends policy for the execution of program objectives. The technical resource committee is responsible for information collection in connection with the youth needs assesement and impact scales and serves as a mechanism for cooperative planning. Appendixes provide information on the NOSR instruments and data base and on assessing the target community. (SHARE)

National School Boards Association (NSBA). *A School Board Debates: Career Education*. Series of four films, Tarzana, CA.

Descriptors: Audio-Visuals; Career Education; Collaborative Mechanisms; School/Community Programs

The first film in this series presents three experts' opinions of the "pros" and "cons" of career education. Film #2 of this series provides representatives from every segment of the community with the opportunity to ask questions voicing their concerns regarding career education and receive answers from the experts. Films #3 and #4 present commentary by Dr. Kenneth Hoyt, Director of the U.S. Office of Career Education. In Film #3 he explains why he feels "education as preparation for work" should "resume" its place as one of the major goals in education. In Film #4 Hoyt discusses the concept of "collaboration" versus "cooperation" and deals with the economic realities of career education.

The National Urban Coalition. *Job Training and the Schools, A Community Guide to Vocational Education*. Washington, D.C.: Author, 1980. 32p.

Descriptors: CETA-Education Coordination; Community/Citizen Involvement; Community Organizations; School/Community Cooperation; Vocational Education

This guide discusses fundamental characteristics of vocational programs, growing ties between vocational education and federal employment and training programs under CETA, and how community-based organizations and neighborhood groups can collaborate with schools in providing productive vocational education. It views vocational education as the major public school program devoted to work-related knowledge and skills.

The guide is geared toward use by community groups and addresses the following issues: what is vocational education; funding and administration; vocational education and CETA; the importance of vocational education to cities; and community involvement in the schools, including 1) the role of national, state, and local advisory councils, 2) coordination of employment activities, 3) involvement of the private sector, and 4) improvement of communication and coordination with the schools. Appendixes include vocational education appropriations for Fiscal Year 1980, state directors of vocational education, and resources.

National Urban League. Summary Report of the Conference on Youth Employment. New York: Author, n.d. 41p.

Descriptors: Education-Work Transition; Private Sector; School/Industry Relationship; Youth Unemployment

This booklet summarizes the proceedings of a conference on youth employment, sponsored by the National Urban League's Office of Manpower Development and Training and held in Kansas City, Missouri, October 5-7, 1976. Conferees consisted of representatives of 21 Urban League affiliates currently operating youth employment-related programs. The purposes of the conference were: to allow the exchange of ideas among affiliates; to work toward developing more effective programs which affiliates can implement to deal with the problem of high youth unemployment; and to assist in the development of a National Urban League strategy and policy on youth unemployment.

Topics on which conferees focused included: the employment prospects for youth in both public and private sectors; the role and responsibility of education in preparing youth for work; and the implications of what is presently known about youth unemployment in the development of a National Urban League policy on youth employment. In addition, several areas of concern relating to industry-education-labor collaboration also emerged. These include: 1) the lack of coordination between industry and education in orienting youth and faculty to the demands of the private sector work environment and 2) poor working relationships between schools and local Employment Service offices. Three speeches are also appended to this booklet. One speech, prepared by Daniel H. Krager, Professor of Industrial Relations, Michigan State University, discusses the responsiblity of the community in preparing youth for the world of work and recommends "the need for a citizens commission or committee on employment problems of youth at both the state and local community levels appointed by the governors and mayors."

Northwest Regional Educational Laboratory. Handbooks for Experience-Based Career Education. 5 Volumes. Portland, OR: Author, 1974-76.

Descriptors: Career Education; Community/Citizen Involvement; Handbook; Private Sector; School/Community Programs

Northwest Regional Educational Laboratory (NWREL) has compiled a set of handbooks on the operation of an EBCE program. The handbooks are designed for easy access to "how-to-do-it" information. Each handbook section has three basic parts: 1) the PREVIEW includes a definition of the element of EBCE discussed in the section, the purposes and underlying assumptions of that program element, and the people involved in delivering that portion of EBCE; 2) STEPS TO FOLLOW is a page suggesting a step-by-step sequence for planning and implementing the program element; and 3) A NARRATIVE SECTION explains the process behind each step. Each handbook also has APPENDIXES of materials to supplement the information in the handbook, and an INDEX for all the handbooks to help users locate information. Summaries of each handbook and the introductory volume follow.

The Program Overview is a pocket folder with separate single sheets, booklets, and foldouts that summarize various aspects of the EBCE program. This format permits the packaging of materials for presentations and allows NWREL to update individual sections of the package when necessary. The overview contains general information about the EBCE curriculum, key program elements, personnel, employers, and evaluation results and includes a glossary of EBCE terms. In addition, a "Comparing Alternatives" section examines differences and similarities between EBCE and vocational education, new schools, action learning, and job experience programs.

Management and Organization treats overall operational considerations for an EBCE program: how such a program is organized, governed, staffed, and made visible to the public and how everyday program business is managed. The handbook is divided into four sections: 1) "Program Planning and Governance," outlining the steps for setting up and operating an EBCE program; 2) "Personnel," describing general staff functions needed to operate an EBCE program; 3) "Business Management," discussing operational details; and 4) "Community Relations," suggesting strategies for introducing EBCE to the community and meeting the information needs of various audiences.

Curriculum & Instruction covers the content and processes of student learning in EBCE and the resources a community-based program makes available to students. There are nine sections to this handbook: Curriculum Outcomes; Learning Plan Negotiation; Career Explorations; Projects; Learning and Skill Building Levels; Competencies; Student Journals; Employer Seminars; and Learning Resources.

Employer/Community Resources treats the establishment, maintenance, and use of the network of employer and community sites at which most student learning activities take place. This handbook consists of three sections: "Site Recruitment" details procedures for involving employers and other community site personnel in the EBCE program. "Employer Instructor Development" describes how participating site personnel are prepared for EBCE responsibilities. "Site Utilization" deals with the use of employer and community volunteers and sites to deliver student learning.

Student Services covers considerations and procedures for admitting students to the program, keeping records of student work; credentialing students when they leave the program and supporting individual student growth. The handbook is divided into three sections: Program Entry/Exit; Student Records; and Guidance.

Ohio State University Research Foundation. A Formative Evaluation of the Private Sector Initiative Program. Report No. 1. Columbus, OH: Author, May 1979. 31p.

Descriptors: Case Studies; CETA-Private Sector Coordination; Evaluation Criteria; Federal Legislation; Program Effectiveness

This report summarizes some of the most important features of early planning for the Private Sector Initiative Program (PSIP), as observed in 25 prime sponsorships, and highlights emerging general issues and questions. The focus is on identification of patterns common to a number of sites and on particularly interesting and informative specific examples of local activity. The main section of the report, "Early Local Activity in Relation to PSIP," addresses the following issues: general local perceptions of national intent and expectations about importance; strategies and incentives for attracting business; staff organization; impact of prior private sector CETA involvement on PSIP; planned program activities; Private Industry Councils; and the role and influence of different actors. Finally, the report identifies emerging issues and questions, based on preliminary findings. These include: 1) The credibility of PSIP is at stake in many localities in large part because inaction in Congress has made firm allocations for both FY 79 and FY 80 very slow to emerge. 2) Issues involving program control debated at the national level when PSIP was authorized in the autumn of 1978 have now been transferred to the local level. The relationships between and relative influence of CETA prime sponsorship staffs, local business groups, community-based organizations, local educational agencies, and organized labor on PIC decisions and, ultimately, on program content and delivery remain to be worked out. 3) Clear national statements of policy with regard to some aspects of CETA are needed on a continuous basis. 4) All of the key programmatic issues that surfaced in the national decision-making process about Title VII remain to be examined with empirical evidence once the programs begin. These include the nature of people served, the amount of innovation, the amount of duplication of and integration with related programs, the utility of the program in combatting structural unemployment, the respective roles of larger and smaller business, and the sufficiency of the incentives in PSIP to attract business participation.

Ohio State University Research Foundation. A Formative Evaluation of the Private Sector Initiative Program. Report No. 2. Columbus, OH: Author, October 1979. 26p.

Descriptors: CETA-Private Sector Coordination; Collaborative Mechanisms; Evaluation Criteria; Federal Legislation; Program Effectiveness

This report focuses on the early stages of the emergence of the Private Sector Initiative Program in 25 prime sponsorships. The study focuses on issues such as: 1) strategies used by prime sponsors for increasing private sector involvement; 2) the formation and role of Private Industry Councils; 3) the nature of programs planned and implemented; and 4) the nature of individuals targeted and served. The section on Private Industry Councils provides a brief descriptive profile of the 21 PICs observed and discusses the relationship between PIC and CETA staff.

Organisation for Economic Co-operation and Development. Entry of Young People into Working Life: General Report. Paris: Author, 1977. 106 p.

Descriptors: Education-Work Transition; Educational Policy; Employment Policy; State of the Art Review; Youth Unemployment

A summary of technical reports prepared by the 24 member nations of the OCED, this report is organized in two main parts. Part One, "Problems of Transition from School to Working Life," focuses on education and work experience opportunities for young people; salaries; the attitudes of youth, school professionals, and employers; and the links between schools, occupational information, guidance, and placement. Section Two, "Current Responses to Youth Unemployment," deals with the measuring of youth unemployment, short-term measures to combat unemployment, and a discussion of relating short-term to longer-term strategies for relieving structural youth unemployment. "The organisation of innovative transition periods between school and work" is recommended for an environment in which "it is no longer possible to rely entirely on market mechanisms to ensure the smooth transition of young people from studies to working life." The summary emphasizes the need for political consensus acknowledging "greater public responsibility for the development of all young people beyond the compulsory school-leaving age."

Parsons, Cynthia. "Community Involvement: An Essential Element." In Contemporary Concepts in Vocational Education. Washington, D.C.: American Vocational Association, 1971. 4p.

Descriptors: Community/Citizen Involvement; Educational Planning; Vocational Education

Through the use of examples, this brief article asserts that community involvement is a critical factor in realistic and effective vocational education. The following are examples of necessary components: vocational workers speaking to school students; labor and business people participating in advisory committees; professional advisors working with academic teachers; students having opportunities to work and to attend school part-time; and community involvement in educational planning.

Passow, Harry A. Secondary Education Reform: Retrospect and Prospect. New York: Teachers' College, Columbia University, 1976. 61p.

Descriptors: Educational Policy; Educational Reform; Elementary and Secondary Education; Literature Review

This booklet reviews the major studies of high school education and identifies the themes recurring in the studies' major recommendations for educational reform. Beginning with the Report of the Committee on Secondary School Studies, published in 1893, the booklet traces the history of major studies on secondary school reform. A clear picture of recurrent themes in secondary education emerges: 1) the main purposes of secondary education are being reaffirmed, but the functions of secondary schools are being questioned; 2) though many of the various commission reports propose the development of an educational system that is more community oriented and participative, the details of implementing the system are generally untouched; 3) the call for work-study and education requires a major restructuring of local employment opportunities and the school's involvement in job placement and counseling; 4) none of the reports addresses the basic curricular questions about what should be learned; 5) very little attention is given by the reports to the prime residents of the schools--students, staff, and parents; 6) despite the lip service paid to the schools's achievement vis-a-vis racial and ethnic minorities, American education has failed this population and does not provide any specialized attention to their transition-to-adulthood problems; 7) though many reports recommend the establishment of basic educational competencies, most of these proposals for evaluation and other related programs of accountability are limited to the cognitive and skills areas; 8) little--if anything--is stated in these reports regarding the staffing of schools designed to deliver a comprehensive education; and 9) the matter of control and governance of youth needs thorough study.

Project SHARE. The Project SHARE Collection, 1976-1979. Washington, D.C.: U.S. GPO, 1979. 891p.

Descriptors: Annotated Bibliography; Cooperative Local Planning; Human Services Integration; Information Dissemination; Literature Review

The Project SHARE Collection, 1976-1979, is a cumulative volume of abstracts published by Project SHARE, a Clearinghouse for Improving the Management of Human Services. Project SHARE acquires, evaluates, stores, and makes available a broad range of documentation on subjects of concern, interest, and importance to those responsible for the planning, management, and delivery of human services.

This volume provides an indexed list of all documents included in the Project SHARE automated data base. It is restricted to those documents actually acquired by Project SHARE and is not meant to provide comprehensive coverage of the field. The Project SHARE Collection consists of 1,800 abstracts arranged alphabetically by author within the following 14 major subject categories: Administration of

Human Services Delivery; Constraints re Effective Services Delivery; Educational Programs re Services Integration; Evaluation Methodology; Human Service-Related Organization; Intergovernmental and Governmental/Private Organization Relationships (particularly relevant to collaboration); Legislation/Regulation and Federally Funded Programs re Integrated Services; Management Technology re Services; Measurement/Forecasting and Needs Assessment Methodology; Planning for Human Services; Reasons for Services Intergration; Services Integration Methodology; Types of Human Service Clients; and Types of Services. In order to simplify the search for pertinent information, this volume contains two additional subsections: a numerical listing of Project SHARE or NTIS ordering numbers and document titles, and a subject index. The subject index divides the abstracts into more specific categories and serves as a timesaving guide. Index subject categories are listed alphabetically and include cross-references to synonyms where appropriate.

Reubens, Beatrice G. "The Transition from School to Work--The European Experience: Implications for Research and Development." Occasional Paper No. 49. Columbus, OH: National Center for Research in Vocational Education, February 1979. 17p.

Descriptors: Apprenticeship Programs; Education-Work Transition; Program Effectiveness; Vocational Education; Work Experience

In this lecture, the author discusses the education system in several European countries including France, Germany, and Great Britain. She also presents and categorizes the "complaints" about the way young people are prepared for the world of work in other countries. Additionally, the author points out that a high priority in most European countries is formal occupational preparation for young people. In this area, she discusses questions such as: 1) what occupations should be designated as training sites, 2) how long should the training period last, 3) in what setting should initial occupational skills be required, 4) at what point in the educational and work cycle of young people should this training occur, and 5) what kinds of young people should receive formal skill training?

The author questions the notion of full-time education until age 18 as the most desirable model for all American youth and suggests the possibility of restructuring the existing apprenticeship structure in the U.S., so that teenagers could benefit from this "initial occupational skill program." In regard to the implication of vocational systems in other countries for effecting change in the U.S. national policy of vocational education, Reubens states that "if we can reconsider the way we run our vocational education system and interest American employers in participating actively...this would be a desirable change, based on European experience."

Richardson, William B. "Administration: Avenues for Change." Vocational Education 55, 3 (March 1980): 37-39.

Descriptors: Advisory Committees; Educational Planning; Federal-State Linkages; State-Local Linkages; Vocational Education

This is a work-in-progress report from the American Vocational Association's Legislative Study Team on Administration in preparation for the vocational education amendments of 1981. The article is particularly concerned with increasing "flexibility" in federal-state relations in vocational education administration. Coordination and technical assistance are suggested as the appropriate federal functions in vocational education. Similarly, the article observes that "local agencies desire and need more input into the state-local partnership, especially through financial support of local program administration." The involvement of business, labor, industry, and agriculture through advisory councils is endorsed as "an excellent way to provide this advisory input into the local vocational education planning process." The "role and scope of state advisory councils should be examined" to identify coordination opportunities with "other related vocational training councils" such as state CETA councils. The author stresses that "advisory bodies at all three levels should be truly advisory...(and) not lean toward policy-making, program approval or decision-making." The concern is that the legislation provide a clear decision-making channel and not allow many different groups to exercise decision-making authority.

Riendeau, Albert J. Advisory Committees for Occupational Education: A Guide to Organization and Operation. New York: Gregg Division, McGraw-Hill, 1977. 90p.

Descriptors: Advisory Committees; Handbook; Occupational Education; School/Industry Relationship

"A tool for forming and getting the most out of advisory committees," this handbook offers detailed advice to educators seeking to initiate efficient communication between schools and industry to aid occupational/vocational programs. The specific issues and tactics may be of interest to organizers and members of other kinds of school/college advisory committees. Practical tips on the selecting, organizing, and conducting of such committees can be applied to many situations. Many details, however, clearly reflect the focus on advisory rather than collaborative functions and on industry rather than multi-sector participation. Appendixes include sample letters, checklists, agendas, meeting minutes, and other "cookbook" materials. The guide encourages attention to details.

Riendeau, Albert J. Fifty Ways to Get More Out of Your Advisory Committee. Columbus,OH: National Center for Research in Vocational Education, April 1978. 18p.

Descriptors: Advisory Committees; Community/Citizen Involvement; Cooperative Local Planning; Handbook; Vocational Education

Preceding a list of fifty ways to use advisory committees more effectively is a discussion on the expanding roles of vocational education programs and advisory councils. The list is intended to assist vocational instructors and administrators and is not meant to be exhaustive. The following ten examples are representative of some of the ideas included in the list: 1) involve members in planning ways for making occupational education available, attractive, and meaningful to all students without regard to race, creed, sex, religion, or geographical location; 2) send a reminder letter along with an agenda of the coming meeting to each member about two weeks before a scheduled meeting and invite suggestions for inclusion on the agenda; 3) provide members with maps of the campus to assist them in locating parking, meeting rooms, etc.; 4) inform the members about the pertinent actions and activities of the State Board for Vocational Education; 5) invite the members to school functions such as graduation, open house, special exhibits, athletic events, and plays; 6) encourage school administrators to reward the committee's efforts when particular goals have been achieved; 7) work through members to arrange a conducted tour of industrial facilities for school field trips; 8) put a name plate on donated equipment showing the contributing member's name and firm; 9) avoid unnecessary detail work for the advisory committee members; and 10) have in attendance at all committee meetings a representative of the occupational education department. (ERIC)

Rist, Ray C.; Gillespie, Gilbert W.; Hamilton, Mary Agnes; Holloway, Wilfred B.; Johnson, Steven D.; and Wiltberger, Heather E. Forging New Relationships: The CETA/School Nexus. Ithaca, NY: Youthwork National Policy Study, Cornell University, June 1979. 142p.

Descriptors: CETA-Education Coordination; Collaborative Mechanisms; Federal Legislation; Private Sector; Work Experience

This report provides a systematic and detailed assessment of the ability of CETA prime sponsors and local educational agencies to come together to develop innovative education and training programs for low-income youth, a key goal of the Youth Employment and Training Program (YETP) legislation. The data presented here are based on observations and interviews conducted at 40 operational sites. The report is divided into six chapters: the Introduction defines the issues in CETA/school relations; Chapter Two addresses expanded private sector involvement; Chapter Three deals with job creation through youth-operated projects; Chapter Four examines academic credit for work experience; and Chapter Five looks at career information. In each of the above programmatic areas, attention is focused on the form and content of CETA/schools communication and collaboration, the impact of the YETP 22 percent incentive on inter-institutional cooperation, and the question of whether there now exists a duplication of programs aimed at the same target populations. The report includes a reference list and a detailed methodological appendix.

Rist, Ray C.; Hamilton, Mary Agnes; Holloway, Wilfred B.; Johnson, Steven D.; and Wiltberger, Heather E. Education and Employment Training: The Views of Youth. Ithaca, NY: Youthwork National Policy Study, Cornell University, November 1979. 183p.

Descriptors: Education-Work Transition; Federal Legislation; Job Training; Private Sector; Program Effectiveness; Work Experience

This report provides a systematic and detailed assessment of the views of 451 youth on such matters as career expectations, reflections on the training and education received from the Exemplary In-School Demonstration Project Sites, skills acquired as a result of participation, the impact such experiences have had on their future orientation and work, and their expectations of self and future role within American society. The report is divided into seven sections: the Introduction; a chapter discussing the methodology; one chapter each on academic credit for work experience, career awareness, and job creation through youth-operated projects; and the Summary and Recommendations. The section on private sector involvement focuses on program participants' perceptions of program entree; program expectations; classroom experience; quality of the work experience, including appropriateness of placement, training/supervision, and employment skills gained; schooling; and future utility. Based on the attitudes expressed by the participants, recommendations for both the Department of Labor and Youthwork are presented at the end of each chapter. A list of references is appended.

Robinson, David. "Youth Access to Private Sector Jobs: The Sorcerer's Apprentice." In A Review of Youth Employment Problems, Programs and Policies. Volume 3, Program Experience. Washington, D.C.: The Vice President's Task Force on Youth Employment, January 1980. 9p.

Descriptors: Employment Policy; Job Placement; Job Training; Private Sector; Youth Unemployment

This article states that there is a need to change the financing available for youth training, counseling, and placement services to utilize better the private sector organizations which could serve youth, and to change the incentives of employers to hire youth and move them beyond entry-level jobs. The author sees a strong need for an effective youth labor market service. He sees the basic element as the availability of a financial entitlement for youth who need employability services, particularly ghetto youth. These services would terminate only when full-time private sector employment was achieved.

Entitlements would be politically necessary to show major groups how their self-interest would be served. Community colleges could serve disadvantaged youth by offering basic occupational courses. Regulations would be carried out at the state level by quasi-governmental boards composed of representatives from the private sector organizations. Eligibility should be based on need, not income, and the services must be applied in and outside public schools. Finally, emphasis should be placed on quality job development and placement efforts.

Rogin, Lawrence, and Rachlin, Marjorie. Labor Education in the United States. Washington, D.C.: American University, September 1968. 275p.

Descriptors: Colleges/Universities; Joint Labor-Management Programs; Labor Education; Organized Labor; School/Labor Union Relationship

This report describes the state of labor education in the U.S. in 1968. It includes an analysis of the institutions involved and of the various types of programs conducted. Attention is paid to the labor education structure within unions and universities, to the interrelationships between these institutions, and to the problems of labor education as seen by those who conduct the programs. The study is based on 1965 and 1966 data. The report briefly describes union structure and gives a short history of the labor movement and of labor education in the U.S. The authors identified the institutions engaged in providing labor education, obtained statistical information about their programs through questionnaires and correspondence, and interviewed the directors of the major programs about their respective activities, and about labor education generally. The report details activities of national unions, university labor education centers, and other institutions involved in labor education, and describes some specific aspects of labor education (e.g., course content, evaluation, staff training, problems of labor education and educators).

Schoeny, Donna Hager. "Linkage Potential for Home-School-Community Relations Within the Office of Education: Federal Perspectives." A Report on the Commissioner's School-Community-Home Initiative: Phase II, Prepared for the U.S. Office of Education, Office of Community Education, February 1980. 12p.

Descriptors: Federal Legislation; Federal-State Linkages; Program Coordination; School/Community Programs

This paper reports on Phase II of the Commissioner's School-Community Linkage Study. The following programs were identified as having potential for linkage with Community Education: Adult Education, Handicapped, Teacher Corps, Arts Education, Basic Skills (Right to Read), Alcohol and Drug Abuse, Career Education, Health Education, Bilingual Education, Follow Through, Gifted and Talented, Drop-Out, and Teacher Centers. The most prevalent component used was Community Resources and Parent/Community Advisory Councils. Common areas identified for linkage were dissemination, personnel development, curriculum and materials development, and technical assistance. Other findings include the need for federal legislation to facilitate linkage and the desire for greater opportunity to link with other programs.

Shulman, Mark. "Issues and Strategies for Enhancing the Participation of Labor in the Implementation of Career Education." In Two Studies on the Role of Business and Industry Participation in Career Education. Washington, D.C.: National Advisory Council for Career Education, June 1977. 131p.

Descriptors: Career Education; On-the-Job Training; Organized Labor; School/Labor Union Relationship; Work Experience

This study explores the images of work aimed at youth that are created by schools and the media, and how those images relate to young people's perceptions of unions; some of organized labor's viewpoints on career education and paid and unpaid work experience; and the relationship between student workers and adult unemployment. The author first discusses the issues and relationships between educators and unions in implementing career education and acknowledges that there are basic conflicts and suspicions between the two sectors in both the theory and implementation of career education. He cites that the possible cause for this attitude is that "as *workers*' representatives, union leaders share a *labor* perspective. But since many career education spokespersons are *administrators* in their school systems, they often agree with *management* assumptions." The definition of "work," the author contends, "is at the crux of the argument."

In Part II the author suggests short-term strategies with long-term implications to increase the collaboration and cooperation between educators and unions in implementing career education. Shulman's proposals are that: 1) there should be a greater involvement of labor in developing career education programs; 2) educators must respond to organized labor's concerns as they implement programs in local school systems (such as will the students' work experience jeopardize the job security of the existing work force); and 3) career educators must infuse the study and history of labor into the school curriculum.

Silberman, Harry F., and Ginzberg, Mark B. *Easing the Transition from Schooling to Work*. San Francisco, CA: Jossey-Bass, Inc., 1976. 122p.

Descriptors: Colleges/Universities; Education-Work Councils; Education-Work Transition; Job Placement; Work Experience

By holding each "chapter" to about four pages, the editors are able to provide the reader 20 different topics by 20 different authors and still have a small, readable book. The topics range among youth transition problems; work experience and cooperative education; placement services, work redesign; and approaches to youth transition in England, China, Latin America, and Synanon. A chapter on "Community Councils as an Intermediate Institution," by Paul E. Barton, makes the case that representative community councils are needed to serve a coordinating function as independent institutions between schools and the workplace. Two chapters deal with possible new roles for community colleges in dealing with the education-work transition.

Standard Oil Company (Indiana), Public and Government Affairs. *Organizations Providing Business and Economic Materials or Information*. Chicago, IL: Author, January 1979. 200p.

Descriptors: Business Leadership; Economic Education; Information Dissemination; Private Sector; School/Industry Relationship

This compendium was designed to provide an initial review of the many organizations in the field of business and economic education. The "abstracts" of over 150 organizations (both national and regional in scope) include statements on organizational objectives, organization, and program activities. Contact information is provided for readers seeking more detailed information. The book is directed in part toward teachers who might seek program resources for school classroom implementation. The organizations listed vary in their principal concern for research, public policy, program development, and curriculum planning. Additional sections of the volume include a listing of postsecondary "chairs" of free enterprise and related topics, information on corporate support of economic education, and questions to resolve in economic education planning.

Stanton, Jim, and Zerchykov, Ross. Overcoming Barriers to School Council Effectiveness. Boston, MA: Institute for Responsive Education, March 1979 153p.

Descriptors: Advisory Committees;Community/Citizen Involvement; Demonstration Projects; Evaluation Criteria; School/Community Programs

This is a report on a year-long effort to support and evaluate local school advisory councils in five communities around the nation. The principal concern is the parent-citizen role in public education. Industry, business, labor, and government sector roles are not addressed.

Supported by a grant from the Charles Stewart Mott Foundation, this project enabled the Institute for Responsive Education (IRE) to support and study a variety of school councils: community education councils in a southern California suburb; newly established and state legislature-mandated school site advisory councils in Scuth Carolina; a state-mandated and a locally initiated district-level advisory council in San Diego; and Title VII ESEA bilingual education councils among Hispanic parents in Yonkers, New York. The project involved 18 district-level, school, and community school councils.

In each site, IRE collaborated with a local citizens' organization and engaged one of its members as a local project coordinator. The coordinators developed a series of workshops, provided technical assistance, and worked toward developing a resource network for participating councils. Local coordinators also gathered information on the membership, structure, role, and activities of the participating councils, using questionnaires and other instruments designed and supplied by IRE.

The project defined council effectiveness in terms of levels of activity: accomplishments; the ability to follow up and monitor council actions, recommendations, and decisions; and organizational maintenance. Factors found to be important determinants of council effectiveness were: concreteness of purpose; organizational structures and leadership; sources of authority; resources; representativeness; and levels of knowledge. The study found many barriers to council effectiveness related to a "lack of a sense of ownership by participating groups in every phase of planning and developing councils." Recommendations are made to remove a series of specific barriers.

Stauffer, Thomas M., ed. Agenda for Business and Higher Education, Business-Higher Education Forum. Washington, D.C.: American Council on Education, 1980. 162 p.

Descriptors: Colleges/Universities; Inter-institutional Cooperation; Private Sector; School/Industry Relationship

The Business-Higher Education Forum came into existence in 1978 as part of higher education's effort to reach out to other segments of society. The free-market economy and academic freedom have similar roots, and there would seem to be a reasonable basis for accommodation. Yet, each sector has a distinct point of view. Private enterprise fulfills its primary social function when it makes a profit; universities do so when they are sources of learning and criticism. There are many examples of conflict and misunderstanding between these two functions. An overall reason for the Forum to function is to provide a place where the differences between the two sectors can be recognized and respected so that coalition building around a common agenda can take place.

The purposes of the Forum are: 1) to be a contact point for the highest-ranking leaders of corporate America and American higher education for mutual material and intellectual benefit; 2) to be a focal point... in which mutual appreciation of problems and needs will be advanced...; 3) to advance mutual understanding through an exchange of ideas and points-of-view; 4) to address problems shared in common or held separately, and, when determined, to engage in coordinated activity; and 5) to facilitate understanding of corporate America on the campuses of the nation's colleges and universities. The intention is to focus on national policy issues and on business-higher education interaction. This issue contains papers on federal regulations, productivity, energy research, and international business and international studies.

Striner, Herbert E. "The Joint Role of Industry and Education in Human Resource Development." Paper prepared for 1980 Assembly. Washington, D.C.: American Association of Community and Junior Colleges, March 1980. 16p.

Descriptors: Job Training; Lifelong Learning; Personnel Development; Structural Unemployment; Vocational Education

The author stresses what he describes as the basics of relating industry and education to the goal of training, employment, and job information. He compares the American failures with macro economic forecasting and fiscal policy with the European strategy of major national investment programs in human resources development to control unemployment, underemployment, low productivity, and inflation. The discontinuities between the labor market and education and training programs are attributed, in part, to the lack of a national system -such as in major European nations—for reporting job vacancies. Improved mechanisms are urged for involving employers in career counseling and vocational curriculum design. Finally, the European philosophy of human capital investment in training and retraining is contrasted to the American tendency to see unemployment as a kind of disguised welfare problem and to view unemployed workers as a liability rather than an asset. An investment approach for continuous upgrading of human resources is recommended, with intensified retraining during periods of high unemployment. Employers, educators, and union leaders are urged to join forces in a cooperative effort to guarantee the right of every worker to basic education and an up-to-date skill.

Toner, Nea Carroll, and Toner, Walter B., Jr. Citizen Participation: Building a Constituency for Public Policy. Seattle, WA: Toner and Associates, Inc., n.d. 40p.

Descriptors: Community/Citizen Involvement; Cooperative Local Planning; Educational Planning; Handbook; State-Local Linkages

This handbook closely examines the concept of "citizenship participation," and sets forth a plan for its development and use. Issues of citizen participation in the decision-making process and the role of public administrators are discussed. The authors view the challenge to the managers of the educational system as particularly urgent. From a philosophical perspective, they see preparing children and young adults to function in a democratic society as citizens, taxpayers, and voters as one of the most important tasks of education. They see the need to create an environment where students learn the problem-solving skills necessary to make a participatory democracy a success and that the challenge will come from outside the educational system. They offer five guidelines for planning a citizen participation program, supplemented by tables that suggest objectives for such a program and methods for achieving these objectives.

The Transition from School to Work--A Report Based on the Princeton Manpower Symposium, May 9-10, 1968. Princeton, NJ: Industrial Relations Section, Princeton, NJ, 1968. 282p.

Descriptors: Educational Policy; Education-Work Transition; Youth Unemployment

In May 1968, approximately 60 experts from education, business, government, unions, and associations gathered in Princeton to participate in a seminar designed to summarize and review the dimensions of the youth unemployment problem and to discuss the roles and responsibilities of schools, private enterprise, trade unions, voluntary agencies, and various levels of government in smoothing the transitions of youth from school to work. This volume contains the ten background papers prepared in advance of the symposium, which deal with the education-work transitions of youth. These papers are grouped in three general categories: 1) four papers which explore in general terms the dimensions of the youth unemployment problem in the U.S.; 2) two papers dealing with experience abroad; and 3) four papers concentrating on the mechanisms for the transition from school to work. In addition, the opening chapter of this volume presents a brief analysis of the problems of the transition from school to work based primarily but not exclusively upon the submitted papers and the discussion at the symposium.

Tri-Lateral Council for Quality Education, Inc. Programs of the Business/School Partnerships in the City of Boston: 1977-78 Academic Year. Boston, MA: Author, January 1979. 51p.

Descriptors: Business Leadership; Career Education; Private Sector; School/Community Cooperation; School/Industry Relationship

This booklet lists and describes the partnership programs (in which each public high school is paired with a business) operated in the Boston Public School System for the academic year 1977-78. The programs are sponsored by the Tri-Lateral Council for Quality Education, Inc., an independent organization with membership from the Greater Boston Chamber of Commerce, the Boston School Department, and the National Alliance of Business. The programs described here are divided into six occupational clusters: 1) Hotel Management; 2) Business Skills; 3) Data Processing; 4) Marketing/Distribution; 5) Career Guidance; and 6) Health. Examples of activities conducted under the program include seminars, curriculum/resource development workshops, and teacher internships.

UAW Education Department. High School Labor Studies - A Cooperative Effort for Familiarization of High School Students with the World of Work. Detroit, MI: Author, n.d. 20p.

Descriptors: Curriculum Development; Labor Education; Organized Labor; School/Labor Union Relationship

The Livonia School Board; Madonna College; Work-Education Council of Southeastern Michigan; AFL-CIO; United Automobile, Aerospace and Agricultural Implement Workers of America; UAW International Union; and other labor organizations have developed a program to integrate historical knowledge and current information on the American labor movement at the secondary level of Michigan's public school system. The project's primary purposes and goals are to ameliorate and correct the lack of information received in the schools about the American labor movement, to provide students with knowledge about the work place and the labor organizations that represent workers, and to prepare potential workers in private industry with a better understanding of their rights, benefits, and responsibilities to themselves, their jobs, their families, and their communities. Subjects addressed in this ten-session course include the history of the labor movement, the high school student and the world of work, union structure, union democracy and duties of fair representation, quality of work life, occupational health and safety, minorities and women in the world of work, labor's role in the community, and legislative processes.

U.S. Conference of Mayors. CETA Vocational Education Coordination. A Status Report. Washington, D.C.: Author, November 1979. 60p.

Descriptors: Case Studies; CETA-Education Coordination; Collaborative Mechanisms; Program Effectiveness; Vocational Education

This report provides information on approaches taken by 50 CETA prime sponsors to coordination with public vocational education programs during FY 1978. The information describes: 1) the arrangements that the prime sponsors had made to include vocational educators in the CETA planning process, to promote comprehensive area planning; 2) the role that public vocational education had actually played in the delivery of services to CETA trainees; and 3) the arrangements that had been made and the procedures that had been followed to deliver vocational education services to CETA trainees. Individual chapters address: CETA/Vocational Education Planning, including a description of Prime Sponsor Planning Councils; CETA/Vocational Education Service Coordination at the State Level; Selected Approaches to CETA/Vocational Education Coordination, which includes five case studies of successful linkage efforts; and Progress in CETA/Vocational Education Coordination, which summarizes the major conclusions regarding CETA/vocational education relationships since 1973.

U.S. Department of Health, Education, and Welfare, Education Division, The Fund for the Improvement of Postsecondary Education. Resources for Change: A Guide to Projects 1979-80. Washington, D.C.: Author n.d. 112p.

Descriptors: Colleges/Universities; Demonstration Projects; Postsecondary Education; State of the Art Review

This is the fifth in a series of annual compendia of projects supported by the Fund for the Improvement of Postsecondary Education. The projects address a broad range of educational needs, including those related to broader interaction among postsecondary education institutions and other community sectors, including labor, industry, business, and community-based organizations. Project descriptions with project director contact information form the bulk of the book. Projects are indexed alphabetically by organization, by FIPSE problem area, by improvement approach, curricular content, institutional type, population served, and region. The full volume, especially when added to the prior record of FIPSE projects, gives a broad perspective on the range of postsecondary activities nation-wide considered innovative and on the relative emphasis on I-E-L and other community outreach projects.

U.S. Department of Health, Education, and Welfare, Office of Education. Citizen Participation Handbook: Four Case Studies. Community Education Advisory Council Report No. 6. Washington, D.C.: U.S. GPO, 1977. 79p.

Descriptors: Advisory Committees; Case Studies; Community/Citizen Involvement; Educational Policy; Handbook

This handbook provides a detailed case study of each of four different types of communities: 1) an isolated rural district; 2) a suburban industrial district; 3) a combination rural, suburban district; and 4) a large metropolitan area. These four case studies represent two different approaches to citizen involvement in community education. One approach seeks to promote involvement through councils which operate at attendance area levels (both elementary and high school attendance areas). The second approach focuses on affecting district-wide policy. The general characteristics of successful innovations are discussed, and the specific characteristics of change of each approach are outlined. A detailed analysis of each project is presented, including evidence of effectiveness, replicability, costs, and contact persons for obtaining further information. Sample documents and other forms are presented for adaptation in other communities.

U.S. Department of Health, Education, and Welfare, Office of Education. The Education of Adolescents: The Final Report and Recommendations of the National Panel on High School and Adolescent Education. Washington, D.C.: U.S. GPO, 1976. 142p.

Descriptors: Educational Policy; Educational Reform; Education-Work Transition; Elementary and Secondary Education; Literature Review

This book presents the observations and recommendations of the National Panel on Adolescent Education, appointed in 1972 to conduct a thorough study of American secondary education, including the identification and description of specific problem areas, policy issues, and research and development programs needed to further knowledge development in secondary education. After a brief discussion of the major philosophical and functional changes in American secondary education during the last 70 years, the report makes the following recommendations: 1) replacing the goal of the "comprehensive high school" with a system of "comprehensive education" which would utilize a variety of educational means; 2) inaugurating a number of participatory education programs; 3) establishing community career education centers; 4) increasing the involvement of youth in all aspects of government within the larger community; 5) establishing small, flexible, short-term, part-time schools open to all qualified and interested students; 6) reducing compulsory daily attendance from "all day" to a period of 2-4 hours; 7) reemphasizing the role of the high school as an institution for the education of the intellect; 8) establishing independent community guidance centers housing such qualified personnel as counselors, psychologists, social workers, and other persons familiar with testing techniques and analysis which would serve as autonomous vehicles for the evaluation of educational results; 9) assuring educational agencies that the recommendations prepared by the panel are considered working hypotheses and will be tested through small-scale adaptations, careful monitoring, and evaluation; 10) recognizing the importance of adult and adolescent participation in the planning and review of educational change; 11) encouraging the federal role in sponsoring research which provides LEAs with the technical support needed for programs of change; 12) providing federal support and state review for the costs of planning and evaluating proposed or existing exemplary programs which join adolescents and adults in learning and work; 13) urging the use of federal funds to establish a national recruitment training and technical support program for operational planning teams to be established at the local level. Subsequent chapters in this book are devoted to a thorough discussion of each recommendation, based on a careful review of relevant literature.

U.S. Department of Health, Education, and Welfare, Office of Education. Progress of Education in the United States of America 1976-77 and 1977-78. OE Publication No. 79-19104. Washington, D.C.: U.S. GPO, 1979. 110p.

Descriptors: Educational Planning; Federal Legislation; Private Sector; State Legislation

This publication contains a progress report on developments that have occurred in American education during the period 1976 to 1978. The first section provides information on trends and new policy orientations resulting from recent federal and state legislation. The second section discusses developments in educational management and administration. The third section includes selected statistics on American education. Regarding private sector involvement, the study finds that: "Most States are taking into account the private sector in the statewide planning process and often requesting its members to participate in the process. Such inclusion of the private sector in planning was also encouraged by the Federal Government in the Education Amendments of 1972 through providing limited funding for State Postsecondary Education Planning Commissions."

U.S. Department of Health, Education, and Welfare, Office of Education. Title I ESEA: How It Works, A Guide for Parents and Parent Advisory Councils. Washington, D.C.: U.S. GPO, 1978. 61p.

Descriptors: Advisory Committees; Elementary and Secondary Education; Federal Legislation; Handbook; Parent Involvement

Title I of the Elementary and Secondary Education Act (ESEA) is the largest federal aid to education program. Its goal is to deliver programs that will improve the economically and educationally deprived status of school children. This guide is written for parents serving on Title I advisory councils and is divided into four sections: basic information for parents; rights and responsibilities of parent advisory councils; local, state, and federal responsibilities under Title I; and a description of the funding process and how Title I target areas are chosen.

U.S. Department of Health, Education, and Welfare, Office of Manpower. Education and CETA. Washington, D.C.: U.S. GPO, 1976. 52p.

Descriptors: Adult Education; CETA-Education Coordination; Handbook;
State-Local Linkages; Vocational Education

This guide was written for education administrators, primarily those dealing with adult education and vocational education programs at the state and local levels. Throughout this guide the term "vocational education" refers to all those programs funded under the Vocational Education Act of 1963 and the Adult Education Act of 1966. These two separate federally-based programs were selected because of their potential for coordination with CETA. More specifically, this guide points out potential areas for coordination which may benefit the constituents and administrators of CETA, adult education, and vocational education; presents a brief and practical analytical framework for identifying other coordinative arrangements; and reviews the key management techniques that have proven their value in negotiation and implementation of coordination arrangements.

U.S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Health Administration, National Institute of Mental Health. Planning for Creative Change in Mental Health Services: A Distillation of Principles on Research Utilization. 2 Volumes. Washington, D.C.: U.S. GPO, 1971. Volume I - 266p.; Volume II - 252p.

Descriptors: Annotated Bibliography; Information Dissemination;
Literature Review; Social Change; State of the Art Review

These two complementary volumes are a thorough review of the literature of organizational change, the factors which condition innovation in organizations, research utilization, and ways of improving the linkages between research and organizational change. Volume I includes a 31-page essay distilling the lessons of the literature and 235 pages of summaries of representative articles from which the "distillation" was derived. Each summary is organized in four sections: purpose, method, findings and conclusions, and comment by reviewer. Volume II consists of a 40-page bibliography and a 212-page annotation section.

U.S. Department of Labor, Employment and Training Administration, U.S. Employment Service. I. "Report of the Proceedings: Job Service Improvement Symposium--Big City Employer Committees, January 9-11, 1979" Xeroxed. 18p. II. Report of the Proceedings: Big City Symposium II... for Job Service Improvement, January 10-11, 1980. Washington, D.C.: Author, 1980. 35p.

Descriptors: Advisory Committees; Collaborative Mechanisms; Cooperative
Local Planning; Government/Private Sector Relationships;
Job Placement

Job Service Employer Committees are designed to involve the private sector in improving the delivery capability of the Job Service and to assist in reducing unemployment. The initial role of an Employer Committee is to provide practical recommendations and then to work with the local manager and staff task force to implement the employer recommendations. The continuing role of the Employer Committee is to maintain a communication link with Job Service local offices by sitting down together with staff to develop methods and techniques for continuing to improve service, to involve more employers, to get more and better job listings, and to serve as a catalyst for stimulating positive change.

Volume I documents the proceedings at the first meeting conducted by the Employment Service dealing exclusively with introducing and maintaining the Employer Committee Process in the big cities. Workshops and sessions of particular relevance include: 1) Purpose and Roles of Employer Committees; 2) A Review of Experiences in Philadelphia, Los Angeles, and Cleveland; 3) Workshop to Identify Problems in Developing and Maintaining Big City Employer Committees; 4) Successful Approaches to Establishing and Maintaining Committees; and 5) Job Service Employer Committees' Relationships with Private Industry Councils (PICs).

Volume II documents the proceedings at the second meeting conducted by the Employment Service. This follow-up meeting's purpose was to continue to emphasize the Job Service Employer Committee (JSEC) in big cities by exchaning experiences, building momentum, and stimulating utilization of organized Big City Employer Committees. Workshops and sesssions of particular relevance include: 1) The Employer/Job Service Partnership; 2) A Panel--Employer/Job Service Involvement in Big Cities; 3) Size, Diversity and Complexity Affecting Organization of Employers in Big Cities; 4) Maintaining Employer Interest in Big Cities; 5) the JSEC/PIC Relationship; 6) Insuring Active Participation by Job Service Management in Big Cities; and 7) Resources for Big City Employer Committees in FY 1980.

Although these reports deal exclusively with bilateral collaboration between employers and the Employment Service, much of the process information on dealing with the private sector is useful to those interested in involving that sector in broader community collaborative mechanisms.

U.S. Department of Labor and AFL-CIO Human Resources Development Institute. CETA and Organized Labor. Washington, D.C.: U.S. GPO, n.d. 14p.

Descriptors: CETA-Labor Coordination; Demonstration Projects; Employment and Training Programs; Federal Legislation; Organized Labor

This pamphlet gives an overview of the CETA program, discusses the opportunities and need for labor involvement in CETA, and outlines what unions can do if they feel CETA is not performing as it was designed to do. The addresses for the 59 local HRDI offices and the seven regional offices are appended.

Vermilye, Dyckman W., ed. Relating Work and Education: Current Issues in Higher Education 1977. San Francisco, CA: Jossey-Bass, Inc., 1977 282p.

Descriptors: Educational Policy; Inter-institutional Cooperation; Lifelong Learning; Postsecondary Education; State of the Art Review

This collection of 24 essays is divided into five sections: Meanings; Relating Work to Education; Relating Education to Work; the Marketplace; and Making People Matter. The book was developed to join issues of the quality of worklife and the quality of education. The varied contributors cover a wide range of topics which shape the feasibility of and broad interest in inter-institutional collaboration. Collaborative mechanisms as such are not addressed, but many of the values, concepts, and insights discussed are applicable to the development of collaborative strategies.

The Vice President's Task Force on Youth Unemployment. A Summary Report. Washington, D.C.: The White House, 1980. 70p.

Descriptors: Community Organizations; Education-Work Transition; Employment Policy; Federal Legislation; Government/Private Sector Relationship; Youth Unemployment

Using 1979 data, the Task Force derived seven major findings: 1) youth employment problems and opportunities are unevenly distributed; 2) many youth do not have the basic academic skills to get and hold a decent job; 3) employers sort out applicants based on work experience and reliability on a resume; 4) to be effective, federal employment and training programs must be made simpler and more flexible; 5) youth need information about jobs and careers and support from community networks in making the school-to-work transition; 6) community-based and voluntary organizations are particularly well suited to working with youth who have employment problems; and 7) a partnership among business, labor, community, government, and education is needed to serve youth. These seven areas form the basis of recommendations for youth employment legislation/policy in the 80's and are explored in detail in the report's chapters, entitled: 1) A Paradox and A Summary; 2) The 80's Happen This Year; 3) Reading, Writing, Arithmetic; 4) Building a Resume When There Aren't Enough Jobs; 5) What Works; 6) Being In The Know: The Labor Market of The Future; 7) Community Support During the Difficult Transition: The Role of Community-Based Organizations; 8) In Unity There Is Strength: New Partnerships With The Private Sector; and 9) A Youth Employment Policy for the 80's. The text is illustrated throughout with graphs and charts and is supplemented by 13 appendixes, which include a selected bibliography and a summary of YEDPA programs.

Vocational Foundation, Inc. Our Turn to Listen. New York: Vocational Foundation, Inc., 1980. 38p.

Descriptors: Career Opportunities; Community/Citizen Involvement; Inter-institutional Cooperation; Job Placement; Youth Unemployment

This report was prepared by the Vocational Foundation, Inc. (VFI), a private, non-profit organization established in 1937 for the purpose of finding jobs for youth between the ages of 16 and 19 with correctional backgrounds. The study is based on 115 hours of interviews with more than 100 of VFI's clients and a wide range of outside experts. The report states that "for minority youth, these are the years of a great depression, far worse in its impact on them than any depression which the country as a whole has ever encountered." Bigotry of credentialism, promotion barriers, government policies, and the welfare system as it is set up are the factors, VFI states, that are aggravating the problem of minority youth joblessness and, in fact, have caused black teenage unemployment to rise since the early 1950s about three times faster annually than white unemployment.

VFI lists ten key job barriers that jobless ghetto teenagers with correctional histories face and proposes ten job "barrier breakers." One of the barrier breakers proposed is to "enlarge the use of Community Development Corporations (CDCs) to promote small business," since historically, small businesses have been the greatest providers of jobs and opportunities in the inner city. CDCs involve the people of the community, including youth, and provide a unique opportunity for the private and public sectors to organize together to revive neighborhoods. The report concludes that cooperation among government, business, and labor can meet the crisis, but first each group must recognize the paramount national interest in bringing the new generation of ghetto youth into the workforce.

Warmbrod, Catharine P., et al. Technical Assistance Conference. Business-Industry-Labor Inputs in Vocational Education Personnel Development (Columbus, Ohio, April 3-5, 1978). Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1978. 210p.

Descriptors: Collaborative Mechanisms; Personnel Development; School/Industry Relationship; School/Labor Union Relationship; Vocational Education

This report summarizes the proceedings of a technical assistance conference held for thirty vocational education representatives from ten states. The goal was the development of plans of action for increasing the involvement of business, industry, and labor in vocational education personnel development programs. Section 1 contains five conference papers on strategies for involving business, industry, and labor in personnel development. The titles of these papers are: 1) Role and Responsibility of Industry in the Professional Development of Vocational Educators; 2) Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators; 3) Working Effectively with the Community Power Structure; 4) Using Advisory Committees Effectively or Fifty Ways to Get More Out of Your Advisory Committee; and 5) Can Labor Play a Meaningful Role in Vocational Education Staff Development? The second section provides status reports and plans of action for the ten participating states. Each of these state reports summarizes current efforts (state-of-the-art) to utilize business-industry-labor inputs in vocational education personnel development programs, identifies gaps and deficiencies in this effort, and presents a plan of action for the coming year. The last section summarizes a panel discussion on facilitators and inhibitors in implementing vocational education staff development plans involving business, industry, and labor. (ERIC)

Work in America Institute, Inc. Job Strategies for Urban Youth, Sixteen Pilot Programs for Action. Scarsdale, NY: Author, 1979. 102p.

Descriptors: Demonstration Programs; Employment and Training Programs; Job Placement; Job Training; Youth Unemployment

This volume describes the design, implementation, and available outcomes of 16 pilot programs whose objectives are to ameliorate the unemployment problems of inner-city minority youth. The reality is that the situation for urban youth is worse than ever, and the overall youth population decline does not pertain to blacks and minority youth. The premise and basic approach of this report is directed toward the following solutions: employment opportunities for youth must be expanded; there is a dearth of new, down-to-earth, workable ideas; proposals should complement rather than compete with U.S. Department of Labor programs; and action should take the form of pilot-scale localized programs within modest cost limits, to be pre-tested prior to national application, re-design, or rejection.

The underlying principles of the 16 pilot-scale programs are: provide unsubsidized employment, mainly in the private sector; recognize that innovation always means risk; recognize the force of the life environment of minority youth and seek a counterbalance with strong incentives; build new ideas on the foundation of existing agencies, whenever possible; and involve unions when a program affects unionized workers.

The pilot-scale models are grouped in five categories: 1) Incentive Pilot Programs; 2) New Enterprises; 3) Successful Training and Placement Models; 4) Making the Job Connectjon; and 5) Opportunities in Public Service. The Hampden District Regional Skills Center, Springfield, Massachusetts, is one example of an industrial skills training program to prepare disadvantaged youth for better paying entry level jobs. This successful model has several major points: 1) start by assessing occupational needs of industrial employers; 2) a consortium of employers should be formed as an initial placement market; 3) skill training must be combined with world-of-work courses; 4) the program must be measured by job-placement effectiveness and by employment history of Center graduates; 5) the program must train for labor scarcities; 6) once established, the Center's function must be broadened to include orientation to work for younger students; and 7) the program must be industrially oriented.

Wurzburg, Gregory. Improving Job Opportunities for Youth: A Review of Prime Sponsor Experience in Implementing the Youth Employment and Demonstration Projects Act. Washington, D.C.: National Council on Employment Policy, August 1978. 51p.

Descriptors: Case Studies; CETA-Education Coordination; CETA-Private Sector Coordination; Federal Legislation; Program Effectiveness

This report is an overview of prime sponsors' experience in implementing YEDPA, based on ten case studies that were prepared for the National Council on Employment Policy's second of four evaluations conducted for the Department of Labor. It identifies some of the major themes running through the individual case studies and presents an analysis of the experiences reflected in them. The report is divided into three main parts. The first, "Summary and Recommendations," draws some tentative conclusions about the effectiveness of prime sponsors and the Department of Labor in implementing the new youth programs, and offers some guidance for forthcoming operations. The second, "The National Picture," is an introduction that presents the national backdrop to the prime sponsor experience. Conditions at the national level and policy directives from the national office have had an effect, shaping prime sponsor plans and influencing their experiences. The second part attempts to analyze the nature of those impacts. The third section, "Experience at the Local Level," analyzes the patterns that emerge from the case studies, with discussion of such issues as coordinating services for youth, involvement of community-based organizations, and changes in institutional relationships, particularly CETA-LEA linkages and CETA/private sector relationships.

Wurzburg, Gregory. Youth and the Local Employment Agenda: An Analysis of Prime Sponsor Experience Implementing The Youth Employment and Demonstration Projects Act. Overview and Area Summaries. Final Report. Washington, D.C.: National Council on Employment Policy, January 1980. 75p.

Descriptors: Case Studies; CETA-Education Coordination; CETA-Private Sector Coordination; Federal Legislation; Program Effectiveness

This is the fourth and final report, describing and analyzing local experience implementing YEDPA from late Fall 1977 to Spring 1979. The overview synthesizes findings from ten case studies (covering a total of 37 prime sponsorships in 12 states), identifies major themes running through them, and presents an analysis of the diversity of experiences reflected in them. The evaluation is an attempt to determine how realistic YEDPA objectives have been and to get some grasp of whether and how well YEDPA's formula-funded programs have met short-run change objectives. It does not measure the impact of YEDPA services on youth clients, but it does provide some basis for determining what programmatic and institutional features are in place and may be responsible for the impacts--or absence of impacts-when they are subsequently measured. The report is organized to address each objective individually and discuss the prime sponsors' experience. A final section evaluates the effectiveness of the various strategies utilized in the formulation and implementation of YEDPA for stimulating change at the prime sponsor level.

Areas of particular interest include discussion of CETA-LEA collaboration, union involvement, the private sector, the (faulty) design of Youth Councils, and linkages with other institutions. Among the recommendations proposed in this report is that in order to "coax collaboration" under YEDPA, one objective should be to maintain as much continuity and stability as possible in prime sponsor operations. Accordingly, the federal government should pay more attention to the impacts that its statutes and regulations have on prime sponsor activities and should improve incentives for collaboration by providing program money for schools (such as the YETP 22 percent set-aside) and unions, and wage subsidies for employers.

III.

NEWSLETTERS

Citizen Action in Education

Published three times a year by the Institute for Responsive Education, this newsletter focuses on community and citizen action in education, community development activities, and collective bargaining in education. Subscription information is available from:

Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215

Education Daily

Published every business day, this newsletter focuses primarily on elementary and secondary education, with current reports on national events pertinent to education officials in local, state, and federal government. Subscription information is available from:

Capitol Publications, Inc.
Dept. C-10
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

Education and Work

This bi-weekly publication reports on all aspects of the school-to-work transition and youth employment. It covers CETA youth programs, career education, work-study, cooperative education, and vocational education, as well as private sector programs, and includes information on funding, legislation, policy, and innovative ideas. Subscription information is available from:

Capitol Publications, Inc.
Dept. C-10
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

Education Update

The AFL-CIO publishes a quarterly newsletter directed to union educational directors, career and adult educators, labor study centers, and other organizations interested and involved in adult and labor education and youth transition. The newsletter covers current labor, career, and adult education programs; reviews books, reports, and other resources of importance to its readership; provides information on conferences and workshops; and discusses current, proposed, and enacted legislation. Subscriptions are available only through organizational affiliation. Further information may be obtained from:

AFL-CIO Department of Education
815 16th Street, N.W.
Washington, D.C. 20006

ETA Interchange

Published monthly by the Department of Labor's Employment and Training Administration, this is a technical information bulletin for staff involved in the operation of employment, training, and related programs at the federal, state, and local levels. Subscription information for individuals connected with employment and training programs is availabe from:

Editor, ETA Interchange
Employment and Training Administration
U.S. Department of Labor
601 D Street, N.W., Room 10410
Washington, D.C. 20213

Employment and Training Reporter

Published bi-weekly by the Manpower Information Service, a division of the Bureau of National Affairs, Inc., this newsletter reports on all aspects of employment and training developments at the federal level and includes information on current federal laws and regulations, including CETA, public works employment programs, and welfare reform proposals; special reports and analyses, including conference reports and program evaluation plans; and case studies of programs and projects. In addition, the newsletter includes directories of key personnel and organizations in the public and private sectors that are involved in employment and training programs and provides information on federal allocations to state and local CETA sponsors, unemployment figures, and program enrollments. Subscription information may be obtained from:

The Bureau of National Affairs, Inc.
1231 25th Street, N.W.
Washington, D.C. 20037

IE Action Report

This is a bi-monthly newsletter which the Industry Education Council of California (IECC) publishes to enhance communications with local California industry education councils. The first newsletter (Fall/Winter 1979-80) contains brief items on state highlights, local IEC activities, and other IECC activities, as well as information on resources available from IECC. Additional information may be obtained from:

Industry Education Council of California
1575 Old Bayshore Highway, Suite 201
Burlingame, CA 94010

Manpower and Vocational Education Weekly

This weekly publication focuses on news in the areas of vocational education, CETA, manpower programs, and career education and monitors the activities of related federal agencies. Subscription information is available from:

Capitol Publications, Inc.
Dept. C-10
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

Monitor

Published quarterly, this newsletter is a product of the Federal Programs Information Service of the Center for Community Change, an organization which provides technical assistance to local community development groups in low-income urban and rural areas of the U.S. Inquiries should be directed to:

Monitor
The Center for Community Change
1000 Wisconsin Avenue, N.W.
Washington, D.C. 20007

NAIEC Newsletter

Published six times a year by the National Association for Industry-Education Cooperation (NAIEC), this newsletter carries information on publications, meetings, and legislation relating to industry-education councils and the coordination of education with the business, labor, government, and professional sectors. Subscription information may be obtained from:

Dr. Thomas W. McClain
Editor, NAIEC Newsletter
c/o Institute for Governmental Services
University of Massachusetts
Middlesex House
Amherst, MA 01003

National Report for Training and Development

This newsletter is published 20 times a year by the American Society for Training and Development (ASTD), an organization which serves the needs of business, industry, and government specialists in training, adult education, and human resource development. Subscription information regarding the newsletter, published by ASTD for its members and others in human resource development, is available from:

American Society for Training and Development
Editorial Offices
Suite 400
One Dupont Circle
Washington, D.C. 20036

PSIP Clearinghouse Showcase

This is a monthly digest of employment and training programs for business and industry published by the National Alliance of Business. The newsletter offers readers samples of the information available from the Private Sector Initiative Program Clearinghouse, including model employment and training programs, case studies, activities of Private Industry Councils, and resources of interest. Subscription information is available from:

Showcase Editor
PSIP Clearinghouse
National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005

Resources for Youth

This newsletter is published quarterly by the National Commission on Resources for Youth, a non-profit organization which researches, promotes, and develops models of programs in which youth assume responsible roles. The newsletter is available from:

National Commission on Resources for
Youth, Inc.
36 West 44th Street
New York, NY 10036

Sharing

This is a bi-monthly newsletter published by Project SHARE--A Clearinghouse for Improving the Management of Human Services. The newsletter highlights current issues in human services management and includes information on model programs and projects, relevant articles contained in social science journals, and other relevant materials available from Project SHARE. Subscription information may be obtained from:

Project SHARE
P.O. Box 2309
Rockville, MD 20852

Work and Training News

Published monthly by the National Urban Coalition, this newsletter carries information on employment and training developments of interest to community, business, and government leaders. It also describes innovative employment programs and activities at the local level. Recent issues have included articles on job prospects for minorities in the 1980s, a massive new economic development program designed to create private sector jobs, and a successful Philadelphia educational program sponsored by local schools, employers, and a community organization. Available free from:

National Urban Coalition
1201 Connecticut Avenue, N.W.
Suite 400
Washington, D.C. 20036

The Work-Education Exchange

This quarterly newsletter is published by the Information Exchange Service of the Work-Education Consortium Project. The newsletter is designed to keep interested individuals and groups informed of the Consortium's and its member councils' activities. It contains news covering a range of issues relating to education and work, including articles on education-work policy; descriptions of local councils and their activities; information on relevant publications; updates on federal and state legislation and programs; and announcements of workshops, conferences, and training opportunities. Available free from:

Editor,
The Work-Education Exchange
National Institute for Work and Learning
1211 Connecticut Avenue, N.W.
Suite 301
Washington, D.C. 20036

You and Youth

This monthly newsletter, published by the Vocational Foundation, Inc., reports on programs and pilot projects in employment, training, and the transition from school to work. As an advocate for private sector involvement in youth employment planning and programs, the newsletter includes articles on how businesses can become involved and offers case studies based on interviews with employers active in such programs. Subscription information is available from:

Editor,
You and Youth
Vocational Foundation, Inc.
44 East 23rd Street
New York, NY 10010

Youth Alternatives

This newsletter is published monthly by the National Youth Work Alliance, a non-profit educational organization dedicated to the development of a variety of social services for youth, particularly those which include youth participation in the design and provision of service. The newsletter publishes articles on issues, events, and activities that affect youth and youth workers. For subscription information, write:

National Youth Work Alliance
Publications Office
Room 502
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Youth Link

This monthly newsletter of the Youth Policy Institute reports on federal government activities that affect youth. Youth Policy Institute analysts, who are high school and college age interns, research and report on activities in Congress, executive agencies, the courts, and nonprofit organizations. The newsletter includes listings and status of pending legislation, listings of federal programs and requests for proposals under those programs, and a calendar of events. Subscription information available from:

Youth Policy Institute
917 G Place, N.W.
Washington, D.C. 20011

Youth Programs

This newsletter is published several times a year by the Center for Public Service. Its purpose is to disseminate research findings, brief commentary, and news relating to knowledge development activities authorized or expanded by the Youth Employment and Demonstration Projects Act. The newsletter also disseminates information about youth employment activities undertaken outside the Department of Labor network. Available free from:

Center for Public Service
Brandeis University
Waltham, MA 02154

Appendix A.

LIST OF DESCRIPTORS

LIST OF DESCRIPTORS

Adult Education
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The National Institute for Work and Learning (formerly the National Manpower Institute) is a private, not-for-profit, policy research and demonstration organization established in Washington, D.C. in 1971. NIWL is concerned with encouraging public and private sector policies and practices that contribute to the "fullest and best use of the life experience"; with eliminating artificial time-traps which segment life into youth for schooling, adulthood for working, and the rest of life for obsolescence; and with a more rational integration of education, employment and training, and economic policy.

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